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ABSTRACT

Three Illinois State Library Association workshops in the fall of 1972 used this draft handbook as a basis of discussion. Participants in the evaluation workshop were asked to comment upon the usefulness of the handbook particularly in assessing job levels, categorizing positions, assigning tasks or combinations of tasks, writing job descriptions, setting job specifications, and career development or related personnel utilization activities. (In view of their comments, the handbook is being rewritten and will be published by the American Library Association.) The contents of this draft version are: A systems approach to job analysis: concepts and principles; Job Analysis; List of Tasks; and, Dissemination and implementation strategies. (SJ)

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ILLINOIS TASK ANALYSIS PROJECT

PHASE III

HANDBOOK

by

Myrl Ricking
and
Robert E. Booth

FIRST DRAFT
AUGUST 1972

LI 004 431

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ILLINOIS LIBRARY TASK ANALYSIS PROJECT

A Research Project Funded by the
ILLINOIS STATE LIBRARY
and supervised jointly by the
ILLINOIS LIBRARY ASSOCIATION
THE LIBRARY EDUCATION DIVISION
and
THE LIBRARY ADMINISTRATION DIVISION
of the AMERICAN LIBRARY ASSOCIATION

To Participants in the state library asscciation meetings, Fall, 1972

Attached is the draft copy of the Illinois Library Task Analysis Project's Handbook. When you agreed to participate in the evaluation workshop I indicated that this document would be sent to you in advance of the workshop to enable you an opportunity to examine it. We are looking forward to your participation in the evaluation workshop and your thoughtful reaction to this first draft of the document.

You need to keep several ideas in mind as you read it:

1. It is a draft document. We do, indeed, want your comments, your appraisal. It is not ready for publication (as you will note quickly); there is indeed time for your reaction to affect the final revision.

2. We believe that it is not possible to make the most effective use of personnel possible in a library without having formed careful, specific goals. Thus the very important chapter on the formulation of goals is included. The structure of library jobs follows the formulation of goals.

3. The efficient use of staff is not the responsibility of the chief administrator alone. Every staff member should understand (within limits) the rationale of his job structure and be able as a result to perform some self-evaluation of his work.

4. Library tasks can be rated; this may be difficult, and time-consuming, but it can be done. We are trying to provide a structure, a process whereby this can be done.

5. This document is not intended to provide instant job descriptions. It is intended to provide you a document whereby the staff utilization in your library can be evaluated against the goals of your institution and the policy framework of the American Library Association in the statement, Library Education and Manpower.

What will we do at the workshops?

The Illinois Library Task Analysis committee needs your comments, suggestions and recommendations regarding the usefulness of the Handbook, particularly in assessing job levels, categorizing positions, assigning tasks or combinations of tasks, writing job descriptions, setting job specifications, career development or related personnel utilization activities.

Please study the draft material in relation to your own library or library systems.

As you review the draft material keep these general questions in mind:

1. What parts of the Handbook do you think are most needed?
2. What other kind of information do you think should be included?
3. Are the identified tasks listed in chapter 4, and their assignment to functional areas and levels, properly identified and properly placed?
4. Is the information readily understood and clear?
5. What are the steps necessary to implement the procedures suggested in your local library?
6. What kind of activity should the workshop be?

The workshop will be one in which each participant will be expected to provide his own insights as to the worth of the document, its present weaknesses and strengths, and his suggestions for its further development. A number of discussion groups will be formed and the groups will be given specific assignments to accomplish:

1. Consider the draft in its entirety--its content, its organization, and its usefulness.

2. Consider the Handbook with special reference to its use in interpreting and structuring professional positions.

3. Consider the Handbook with special reference to its use in interpreting and structuring supportive non-clerical positions.

4. Consider the Handbook with special reference to it suse in interpreting and structuring clerical positions.

5. Consider only chapter 2 of the draft. What statements do you wish to make about it? What questions do you wish to ask about it?

6. Consider only chapter 3 of the draft. What statements do you wish to make about it? What questions do you wish to ask about it?

These statements and questions, then, should help you as you focus your attention on this document. We are looking forward to meeting with you and to the contribution you can make to our final revision.

Yours sincerely,

Thomas D. Brown,
Chairman

c/o 2300 Sherman Avenue
Evanston, Illinois 60201

CHAPTER I

BACKGROUNDS

Expenditures for human resources constitute the largest single item in virtually every library budget. It follows, therefore, that when human resources are improperly used, they represent the greatest item of waste.

During the late 1960's when this Nation faced almost universal professional manpower shortages, professional associations of all types took long, hard looks at the manpower crises in their fields. ALA did this through the special presidential program, "Crisis in Library Manpower, Myth and Reality..." during the June 1967, ALA Conference in San Francisco.

Prior to the 1967 ALA Conference, Lester Asheim wrote:

> One possibility. . .is whether the shortage of which we complain is really a shortage of professional people. There are those who suspect that the problem is not one of too few professionally trained persons for the professional tasks before us, but rather one of misuse of those professional people we have, by assigning them to non-professional tasks. Certainly the reports of recent library school graduates, and the experience of many librarians indicates that there must be some truth to this suspicion. So we must consider--as our literature has been telling us we must for almost 100 years--ways to distinguish better between the professional and the non-professional tasks that are performed in libraries.[1]

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[1]Lester Asheim, "Manpower a Call for Action," Library Journal (May 1, 1967),,p. 1795.

Asheim goes on to suggest that something more is needed than a list of duties under the broad headings "Professional" and"Nonprofessional" as appeared in the "1948 Descriptive list."[2]

> What is needed here is a much more analytical look at the operation of a library, with a view to restructuring job descriptions and job classifications, not by the old familiar job titles and the traditional clusters of assignments, but rather by some new approach—perhaps based on the actual amount of background and training needed for each task—which would regroup duties to uti- utilize to the full the particular talents and qualifications of every staff member.[3]

A new approach was found and was started for librarianship in mid-1967 by the Illinois Library Association's Ad Hoc Committee on Manpower Utilization and Training.

> After examining the use of professional staff in a few libraries, it became clear to the Committee that volunteer researchers using miscellaneous time could not conduct the kind of study the profession needed. Moreover, the broad outline of the Illinois Committee's responsibilities suggested a need to define a segment of the library manpower problem it could profitably explore, to design a study within this framework, and to secure the funds necessary to carry it out.[4]

The American Library Association was approached by the Illinois Committee and the Library Education Division and the Library Administration Division joined forces with the ILA to cooperate in the design and supervision of a project. One of the first steps was the creation of an advisory committee drawn from the ILA, LED, and LAD membership. The next step was the preparation of a project proposal.

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[2]American Library Association, Board on Personnel Administration, "Descriptive List of Professional and Nonprofessional Duties in Libraries," Preliminary draft (Chicago; 1948).

[3]Asheim, "Manpower a Call for Action," p. 1795.

[4]Thomas M. Brown, "Task Analysis Study in Illinois. Phase I of a Cooperative Project...," American Libraries, V. 2 (March, 1971), p. 312.

That proposal was submitted to the late Paul Powell, Secretary of State and State Librarian of Illinois, for possible funding under the Library Services and Construction Act. The project grant was approved, and in February, 1970, Social, Educational Research and Development, Inc., of Silver Spring, Maryland, (SERD) was engaged to conduct the study, a job analysis of work being performed by individuals in representative libraries in Illinois.[5]

By late 1971 two phases of a multi-phase project had been completed and this handbook represents the culmination of Phase III. These three phases are described briefly below.

Phase I (February-May, 1970)

Objectives

1. To conduct a thorough "library" survey of studies, data, reports, programs in the general area of task analysis.
2. To apply a task analysis scheme to representative libraries in Illinois selected by the Committee.
3. To provide data which would lead to job restructuring, job definition, and curriculum development in the library field.
4. Underlying these specific objectives is the need to have data applicable for the entire profession, not just the State of Illinois.

Method and Scope

1. In February, 1970, SERD was engaged to conduct a task analysis of work performed by individuals in 18 representative libraries in Illinois covering public, school, academic, and special libraries. (See Appendix for List.)

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[5] Ibid.

2. A total of 116 individuals ranging from custodians through library directors were interviewed. The study initially identified about 1,800 tasks--later reduced to 1,615--performed in these 18 libraries.

3. Each task was rated according to 15 scales using a method developed by the U.S. Department of Labor. These scales covered items such as: performance standards, task environment, relationship of tasks to data, people and things, general educational development (reasoning, mathematics, language), training time, time to complete the task, etc.[6] (See Appendix.)

Limitations

1. The SERD study was not an analysis of the efficiency or effectiveness of work occurring in libraries, nor does it indicate the frequency with which the tasks occur.

2. The study is limited to work actually performed in library settings.

3. No effort was made to analyze printed job descriptions, nor to make value judgements on the appropriateness as to who does what.

4. No effort was made to develop or analyze statements of library goals.

Uses of the SERD Study

1. The SERD study representing the work of Phase I of this project was submitted to the Committee in May, 1970.[7]

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[6] Ibid., p. 313.

[7] Social Educational Research and Development, Inc., "A Task Analysis of Library Jobs in the State of Illinois" (Silver Spring, Md.: 1970). (ERIC no.: ED040-723.)

2. In all probability this is the first study that has attempted to apply the methods and techniques of functional job analysis to libraries. This is a landmark document.
3. The identification and analysis of 1,615 tasks provides a current and realistic description of work actually being done in public, school, academic, and special libraries. As such, this study is a first step providing library administrators with a basic instrument, which when used with other instruments and sets of data, will bring us closer to the goal of making more effective utilization of library manpower.
4. What SERD has made available at this stage is a manpower specialist's assessment of the nature and demands of most tasks which collectively constitute the corpus of library work.
5. The SERD study provides the basis for Phases II and II of this project described below.

Phase II (May 1970-December 1971)

Introduction

The SERD study,

> ...while interesting in its present form, to be genuinely useful requires interpretation of the tasks identified, rearrangement according to their scale values, and then evaluation of these rearrangements.... Upon receiving the Phase I report, the Advisory Committee structured a proposal for further analysis of the data collected...submitted through Alphonse Trezza, Director, Illinois State Library, to the Office of the Secretary of State and State Librarian of Illinois, ..., upon the

> recommendation of the Advisory Council for Titles I & II of LSCA...funded by the State Library.[8]

Objectives

1. The primary objective was to test the validity of the ALA policy statement on Library Education and Manpower[9] by applying it to the 1,615 tasks identified by SERD in Phase I.

2. Provide a data base for,

> ...possibly a revision of the Descriptive List... [1948]..., a catalog of job descriptions...a series of simulation exercises designed to assist administrators in evaluating their own use of personnel and to stimulate the structuring of new assignments.[10]

3. Obtain the points of view of librarians to the SERD Study.

Methods

1. Three consultants were identified and engaged to examine and test the SERD data in public, school, and academic libraries. Special libraries were not included in Phase II.

2. Each consultant designed a method of analyzing and restructuring the SERD data for further use and submitted a report to the Advisory Committee.

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[8]Brown, "Task Analysis...Phase I," pp. 313-14.

[9]"Library Educationnand Manpower. ALA Policy Proposal," American Libraries (April, 1970), pp. 341-44.

[10]Brown, "Task Analysis...Phase I," p. 314.

Mrs. Dale B. Canelas' report focused on 990 academic library tasks, deleting only those tasks which could not take place in an academic library. The tasks were grouped by,

(1) function (i.e., administration, catalog, reference, etc.) and within it by (2) training time order (the amount of formal education plus on-the-job training that is required for the performance of a given task), and arranged in 'task clusters' by performance level--that is clerical, professional, etc. The data was then analyzed to produce the statistical information on Tables I-VII which provide profiles of the varied intellectual, educational and judgemental qualifications required by categories of library jobs. The job summaries define position levels, list the duties and qualifications determined by SERD, and comment upon these findings from the point of view of a practicing academic librarian.

The advantage of this approach is that the task clusters can be used by administrators as a basis for evaluating and realigning present positions or constructing future positions in a wide variety of work situations. It allows the supervisor to choose those tasks appropriate to his own departmental function whereas a job description written for a hypothetical position may or may not be applicable to his situation. A second advantage is that clustering all like tasks in each functional area regardless of the number of positions that may be needed to perform such duties in a given library circumstance makes it possible to analyze the data on the basis of all the work performed in that area and draw conclusions applicable to a wide range of positions engaged in similar functions.[11]

The report by M. Bernice Wiese focused exclusively on supporting jobs in school library media systems. Professional staff were not included because of Consultant Wiese's view that the School Library Manpower Project of AASL/ALA finished in 1969 was a recent and comprehensive treatment of this category of jobs.

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[11]Dale B. Canelas, "Task Analysis of Library Jobs in the State of Illinois: A Working Paper on the Relevance of the Study to Academic Libraries," September 16, 1971, p. 2.

The Wiese study used the following design for analyzing the SERD data.

1. 727 tasks relating to functions in school library media systems were sorted out. Such words as learning center, high school RMC, and ES library identified some of the tasks. Others were selected which had no identifying words, but were tasks common to most libraries. The selected tasks represented both supporting and professional tasks to aid in developing a career lattice for a school library media system and to use as needed for reference, for an overall picture, etc.
2. Training time was chosen as the basic dimension for evaluating tasks. Other factors selected to compare and relate to training time were general educational development (reasoning, mathematics, language), worker functions (data, people, things), worker instructions, and task environment.
3. Each task was evaluated in terms of these five factors and in terms of the correlation and interrelation of the scalings. Disagreements with the SERD codings were noted, but no changes made in scalings at this stage in the analysis.
4. Two-dimensional matrixes were developed to identify areas of correlation of training time with each of the other four factors and to point up significant areas of skills and knowledge.... All of the original SERD scalings were maintained to show how management analysts viewed the levels of complexity of tasks in library situations.
5. Tasks related to audio-visual materials, equipment, services, and programs were sorted to determine the kind of task for a specialized job in media technology for the supporting staff.... The functional area codings in SERD for cataloging and processing tasks provided sufficient information for considering specialized tasks in this area.
6. Tasks relating to knowledge and training in technical library skills and graduate library training were sorted to aid in decisions on recoding training time for some tasks and also for guidance in developing suggestions for training programs.
7. An analysis was made of the statistical tables and the implications for career lattices, job descriptions, training programs, and instructional materials.[12]

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[12]M. Bernice Wiese, "Proposals for an Organizational Model, Job Descriptions, and Training Programs for the Supporting Staff of School Library Media Systems, [September, 1971], p. 9.

The report by Myrl Ricking related to tasks performed in public libraries.

A model was to be developed in which the tasks would be arranged in accordance with the definitions established in the policy statement, on the basis of the consultant's experience and judgment and bearing in mind the scaling of all appropriate factors by SERD (Social, Educational Research and Development, Inc.). This would be the exact process which would have to be followed by an administrator attempting to apply the new manpower policy in an individual library, and the result, besides serving as a test of the policy's validity, should also serve as a demonstration to administrators of how to make such application to positions in their own libraries.

.....

It was apparent from the first line-by-line study of the tasks ordered by Training Requirements that there was going to be significant disagreement with SERD's scoring, based largely on the missing Knowledge/Skills/Abilities factor, and also that a rather high proportion of the tasks were either duplicates or would be unuseable because of the ambiguity of their description. These problems, combined with the inability to sort by type of library, meant that any machine sort of the data would be not only cumbersome because of the inclusion each time of tasks in all types of libraries, but highly unreliable unless the scoring of all the scales were first reviewed, reevaluated, recoded and rerun.

It was therefore determined that the study would be based on a manual sort of the cards, with duplicates, unuseable descriptions, and tasks specifically identified or occurring solely in school, college/university, and special libraries excluded, and with ratings for individual tasks reappraised at each stage of their use.

.....

Within most of the categories, the tasks were then sorted by Functional Area. This provides a good example of why a machine-sort based on SERD's codings would not be reliable. More than a third of the Clerical Tasks allocated by SERD to Functional Area 2 (Selection and Acquisition) needed to be changed, most of them to 1 (Administration) or to 3 (Cataloging and Processing), or in some cases to 4 (Registration and Circulation). At this stage numerous additions were made to the Unuseable category (but included in the total given earlier) because of such problems as not being able to tell when 'orders' referred to books or other media and when to supplies or equipment.

.....

Scale IV (Worker Functions: Data, People, Things) was included experimentally, but the scattering was so widespread that it was meaningless for the purposes of this particular study. This factor would have great importance,

however, in actually grouping tasks into jobs, and a careful analysis of it for all the tasks performed in libraries would surely be of interest to those concerned with recruitment and selection of library staff at all levels, and with their educational preparation and on-the-job training and development.[13]

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[13]Myrl Ricking, Illinois Task Analysis Project, Phase II, September, 1971, pp. 1, 2-3, 6, 12.

3. The reports of the three consultants were reviewed by a panel of library administrators, educators, personnel specialists, social scientists, and librarians representing all types of libraries from many different parts of the U.S. This review panel met in Chicago, October 21-23, 1971.

Recommendations

1. The Review Panel concluded that "the SERD Report was not... a tool ready to be used by librarians and administrators, but it was thought to be a landmark report for librarianship—one that future task analysis students could learn from—one that had identified most of the tasks being performed in libraries in the 1970's."

2. The Panel adopted the following statement prepared by Committee member Jack Chitwood as a basic premise:

> The SERD Report does what the Ad Hoc Committee asked SERD to do, and the SERD findings as well as the documents produced by the three consultants support the theory that there are hundreds of tasks being done in all kinds of libraries which do not require professionally trained librarians but which many librarians and people concerned with libraries presume to be part of the working requirements of a professional librarian. Many library organizational patterns, job descriptions, salary schedules reflect this; and it is particularly prevalent in the attitudes of the traditionally oriented librarians.
>
> This study provides documentation for those who want to make better use of professionally trained librarians. The study justifies assigning these non-professional tasks to more appropriate personnel at lower training levels without downgrading library services. Actually the release of professional personnel from the lower level tasks should improve services and at the same time give better job satisfaction to all levels of library employment.

The SERD document supports the best library school programs; those which do not concentrate on technical training. Not much is said about the technical training, but administrators are indicted for misuse of personnel.

The SERD study could have been more sophisticated, we are willing to grant, but this fact does not limit its basic usefulness nor its basic purpose. Consultant Bernice Wiese recorded two statements in her report which should be noted here:

> 'The SERD report...may serve as a guide to indicate the utilization of manpower for low-level tasks requiring little education and also utilization of manpower for high-level tasks requiring considerable education and ability,
>
> and
>
> 'Will this study (SERD) lead to more supporting library jobs allowing more time for librarians to engage in more activities exploring the needs of the changing population and taking action to meet these needs?'

3. The Review Panel agreed that a new publication was needed which would serve the dual purposes of:

   a. An improved substitute for the out-of-print ALA Descriptive List of Professional and Nonprofessional Duties in Libraries.

   b. A synthesis of data in the SERD and consultant's reports which could be field tested in a number of libraries as a task analysis and job restructuring handbook for libraries.

4. The process of re-grouping of tasks in the approach taken by Consultant Ricking was favored by the Review Panel. Miss Ricking selected 840 public library related tasks from the 1,615 SERD tasks. These were arranged by job categories beginning with clerical and progressing through the senior librarian level. The importance of this process cannot be overemphasized.

Phase III (July 1972-)

Objectives

1. Produce a publication which will be a thorough revamping of the 1948 ALA Descriptive List of Professional and Nonprofessional Duties in Libraries, reflecting new insights gained from the previous two phases of the ILA Task Analysis Project and also reflecting new concepts of the central purposes, goals and objectives of the four major types of libraries.
2. Field-test this new Administrator's Handbook at workshops conducted at state library association conferences in Illinois, New York, and California, Fall, 1972.

Summary

The pioneer work of SERD representing Phase I of this project is the data base from which Phases II and III have emerged. The task analysis approach taken by SERD cannot be underestimated in its importance. It represents a vital first step. There are, however, other steps which must be taken by any library aspiring to make more effective utilization of its manpower or total human resources. The next chapter will guide the reader to and through some of these additional steps.

CHAPTER II

A SYSTEMS APPROACH TO JOB ANALYSIS: CONCEPTS AND PRINCIPLES

Introduction

Phases II and III of this project are necessarily based on the SERD task analysis study which was carried out as Phase I. In meeting its charge from the Ad Hoc Committee, SERD very successfully identified 1,615 tasks performed in libraries and in turn rated each task according to 15 scales. As another of its charges, SERD reviewed the literature available in the Spring of 1970 and identified three major projects which related to its work for the ILA Committee.

> First, the U.S. Department of Labor has pioneered in the field of task analysis, especially as it relates to the development of the Dictionary of Occupational Titles (DOT)[1], which identifies all ranges of work in the country. The Dictionary of Occupational Titles lists over 35,000 jobs. It also describes about every job in the United States and classifies each according to a variety of factors.
>
> Second, as a result of activities within the Department of Labor, a very useful manual has been produced.[2] We found it invaluable.

1/ U.S. Department of Labor, Dictionary of Occupational Titles, op. cit.

2/ U.S. Department of Labor, Manpower Administration, A Handbook for Job Restructuring (Washington, D.C.: Government Printing Office, 1970) 46 pp.

Third, related are a variety of general studies produced by Dr. Sidney A. Fine of the W. E. Upjohn Institute.[3/]

We found two task analysis studies in the general area of libraries which were useful:

First, the "School Library Manpower Project,"[4/] was a "task analysis" of school libraries. A total of 953 schools offering "superior programs" in the area of library media were invited to participate. These schools were mailed the "Task Analysis Survey Instrument," which contained 300 items, and the respondents (heads of media centers) were requested to indicate whether or not listed items or tasks were performed in the center and if so, whether performance was by the head, a librarian, an AV specialist, etc. The study was conducted on a nationwide basis and 694 usable "Task Analysis Survey Instruments" were returned. Since we were committed to personal interviews during the course of which tasks would be identified, this study was of marginal interest.

A second study, conducted by a unit of the National Education Association (NEA), is the "Jobs in Instructional Media Study (JIMS)."[5/] It concerns all levels of "jobs in the instructional media field," and apparently, stressed workers at less than the B.A. degree level. It was completed in 1969, and involved an elaborate, nationwide sampling of schools and colleges and military, government, business, and industrial facilities. A total of 500 sites were selected and each site was "visited by one staff member for the purpose of observing at least two workers." A total of 110 jobs were analyzed. This study produced about 1,300 tasks; we used many of the same procedures.

3/ Wretha W. Wiley and Sidney A. Fine, A Systems Approach to New Careers, Two Papers (Kalamazoo, Michigan: The W. E. Jpjohn Institute for Employment Research, 1969) 37 pp.

4/ School Library Personnel Task Analysis Survey and Task Analysis Survey Instrument, 2 vol. (Chicago: American Association of School Librarians, School Library Manpower Project, 1969) 91 pp.+

5/ Interim Report: Jobs in Instructional Media Study (JIMS) (U.S. Dept. of Health, Education and Welfare Grant No. OEG-0-8-080688(085) [Washington, D.C.: National Education Association, 1969]) 304 pp.

A literature search supplemented by SERD's corporate judgment made it clear that Task analysis was a logical first step for Phase I of this project. The SERD study is a task analysis study. It is not job analysis nor is it job restructuring. The relationship of task analysis to the problem of defining jobs and careers is shown in the systems approach used by Wiley and Fine who identify two important tools:

1. The Systems Approach, which is basically a way of organizing the best available knowledge and experience to achieve an agency's purpose with maximum effectiveness.
2. Functional job analysis, which provides an explicit terminology for getting at and understanding what workers do to accomplish the objectives of an agency.[6]

SERD's investigators were aware of the systems approach used by Wiley and Fine which included six steps:

Step 1. State the Overall Purpose (Long Term Goal) of the Agency
Step 2. Set Specific Objectives for the Agency
Step 3. Identify Subsystems
Step 4. Define Tasks
Step 5. Organize Tasks into Jobs
Step 6. Organize Jobs into Career Ladders/ Lattices.[7]

The SERD study using a systems approach and conceived within the framework of job analysis focuses on Steps 3 and 4. It was not intended that SERD would investigate the steps beyond these. However, the other steps are important and any program of manpower development or utilization would be well advised to consider them.

Therefore, for the remainder of this chapter we will direct our attention briefly to Job Analysis as a tool and to steps 1, 2, 3, 5, and 6.

---

[6]W. W. Wiley and Sidney A. Fine, "A Systems Approach to New Careers" (Kalamazoo, Mich.: The W. E. Upjohn Institute for Employment Research, 1969), p. 9.

[7]Ibid., pp. 9-11.

We do this in full recognition that the major thrust of Phase III and this Handbook lies in the direction of field testing Step 4 within the context of Step 3. Chapter IV is devoted exclusively to a re-ordering of those tasks identified by SERD--re-ordered under activities and functions at levels represented in the ALA Policy Statement on Library Education and Manpower.[8]

The "Systems approach" developed by Wiley and Fine described above advocates as the first two of six steps: (1) State the overall purpose (long term goal) and (2) Set specific objectives.

In developing this "handbook" we have tried to stress the practical manpower aspects of our work. There are heavy doses of manpower in Chapters III and IV. In this chapter we feel the need to introduce the reader to certain aspects of goals and objectives in an effort to focus on the purposes or goals of the libraries in which jobs occur and tasks are performed.

The literature relating to purposes, goals, and objectives is extensive. It is confusing because of a lack of consistency in usage of terminology. This is as true in the literature of business administration as it is in librarianship. Some background reading is recommended and a checklist of items the authors have found useful appears in the bibliography at the end of this book.

While we advocate the necessity for each library engaging in activities involving the community, staff, administration, governing boards, etc. to determine purposes, goals, and objectives at the local level, we do not advocate "re-invention of the wheel." Several commendable statements of library goals, purposes, objectives have been published recently. Our advice is identify, adapt, borrow, modify, and apply.

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[8]Library Education and Manpower..., American Libraries, V. 1, no. 4 (April, 1970), pp. 341-44.

The recently published "Strategy for Public Library Change"[9] identifies twelve critical problems facing public libraries. Sixth on this list is "failure to formulate objectives."[10] It is perhaps unfortunate that this "Goals Study" adopted the position that "For this study, 'goals' are interpreted as what the public library hopes to achieve or attain and synonymous with: intent, purpose, objective and aims."[11]

We would like to suggest that there is a hierarchy of purposes, goals and objectives. The following figure presents this point of view.

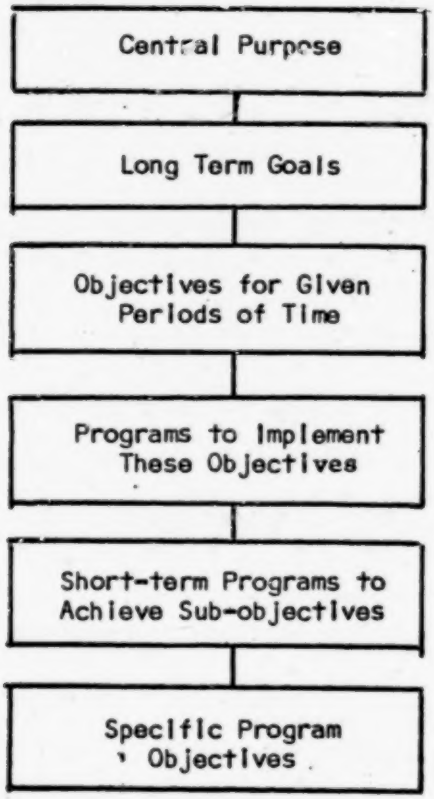
Central Purpose
Long Term Goals
Objectives for Given Periods of Time
Programs to Implement These Objectives
Short-term Programs to Achieve Sub-objectives
Specific Program Objectives

Fig. 1.—A Hierarchy of Library Purposes, Goals and Objectives

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[9] ALA, Public Library Association. A Strategy for Public Library Change: Proposed Public Library Goals—Feasibility Study (Chicago: ALA, 1972).

[10] Ibid., p. 26.

[11] Ibid., p. xi.

Granger[12] has an outstanding article supporting the view of a hierarchy of goals.

At the time of this writing five-year state plans for library service are being submitted to Washington for LSCA funding. We have examined only a few advance copies of these state plans in preliminary form. It is our conviction that many of these plans will reflect important new approaches to purposes, goals, and objectives for libraries. We recomment the examination of these documents which should be available in the ERIC files by late 1972 or early 1973.

In particular, in those states where some form of Program Planning and Budgeting Systems (PPBS) has been encountered or anticipated there may be excellent material relating to library purposes and objectives. Of great interest is the Goals Study which points to the critical need to know, "how to develop plans—set goals--with, not for, users."[13]

At local and national levels our citizens are deeply concerned with new ways of financing libraries, schools, and other agencies. Additional issues facing our libraries include: accountability; re-examination of the central purposes, goals and objectives of libraries; job restructuring; occupational analysis; career planning; recruitment; continuing education, differentiated staffing, in-service training, PPBS, and a host of others.

To respond appropriately to citizen concerns and to use library manpower resources more effectively, we need new insights, new methods and new knowledge. There is always a better way to utilize our manpower

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[12] Charles H. Granger, "The Hierarchy of Objectives," Harvard Business Review (May-June, 1964), 63-74.

[13] ALA, PLA, p. 52.

resources, the best way is never truly achieved, but is something to be worked for under a given set of conditions. The first step should be one designed to look at long term goals then specific objectives.

To develop plans and to set goals with and not for library users and non-users several strategies are proposed in the methodologies presented in Chapter V. Any one of these could be used at the local level. Other options are obviously available. The ultimate choice is yours. Our purpose is merely to suggest.

It is our posture that there are differences among purposes, goals, objectives, etc. Deliberately we have not given definitions. We have, however, indicated where you can find them. Furthermore, we suggest ways in which you can go about establishing purposes, goals, etc. for your library at your local level with your citizens, staff, administration, and board.

Summary

In the systems approach advocated by Wiley and Fine, Step 1 is to state the overall purpose (Long term goal) and Step 2 is to set specific objectives. These are important steps. We have suggested ways of going about these critical steps, in light of current developments in librarianship and related disciplines. In the following chapter, Chapter IV, we focus on the essence of our work and in turn your work, namely, the tasks of librarianship reordered within the framework of current thought on differentiated staffing.

CHAPTER III

JOB ANALYSIS

SERD worked closely with materials from the U.S. Department of Labor during Phase 1 of this project and referred to the "Manual for Analyzing Jobs" scheduled for publication in the Fall, 1970. Actually, this document was not published until the early Summer, 1972.[1]

Although this document appeared late in Phase III (June 1972) it appeared in time for us to present certain ideas to the field of librarianship for consideration. The Handbook states:

> The techniques for obtaining and presenting [job] information are known as 'job analysis.' In the U.S. Training and Employment Service, job analysis involves a systematic study of the worker in terms of:
>
> - What the worker does in relation to data, people, and things (Worker Functions).
> - The methodologies and techniques employed (Work Fields).
> - The machines, tools, equipment, and work aids used (MTEWA).
> - The materials, products, subject matter or services which result (MPSMS).
> - The traits required of the worker (Worker Traits).[2]

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[1] U.S. Department of Labor. Manpower Administration, Handbook for Analyzing Jobs (Washington, D.C.: 1972).

[2] Ibid., p. 1.

Librarianship is not much diffetent from other fields in its lack of consistency in using terms such as job, position, task, etc. interchangeably.

> To eliminate this confusion and to clarify terms, the U.S. Training and Employment Service has developed the following definitions for use in job analysis:
>
> 1. Element is the smallest step into which it is practicable to subdivide any work activity without analyzing separate motions, movements, and mental processes involved.
> 2. Task is one or more elements and is one of the distinct activities that constitute logical and necessary steps in the performance of work by the worker. A task is created whenever human effort, physical or mental, is exerted to accomplish a specific purpose.
> 3. Position is a collection of tasks constituting the total total work assignment of a single worker. There are as many positions as there are workers in the country.
> 4. Job is a group of positions which are identical with respect to their major or significant tasks and sufficiently alike to justify their being covered by a single analysis. There may be one or many persons employed in the same job.[3]

These definitions can be expressed graphically in the following figure.

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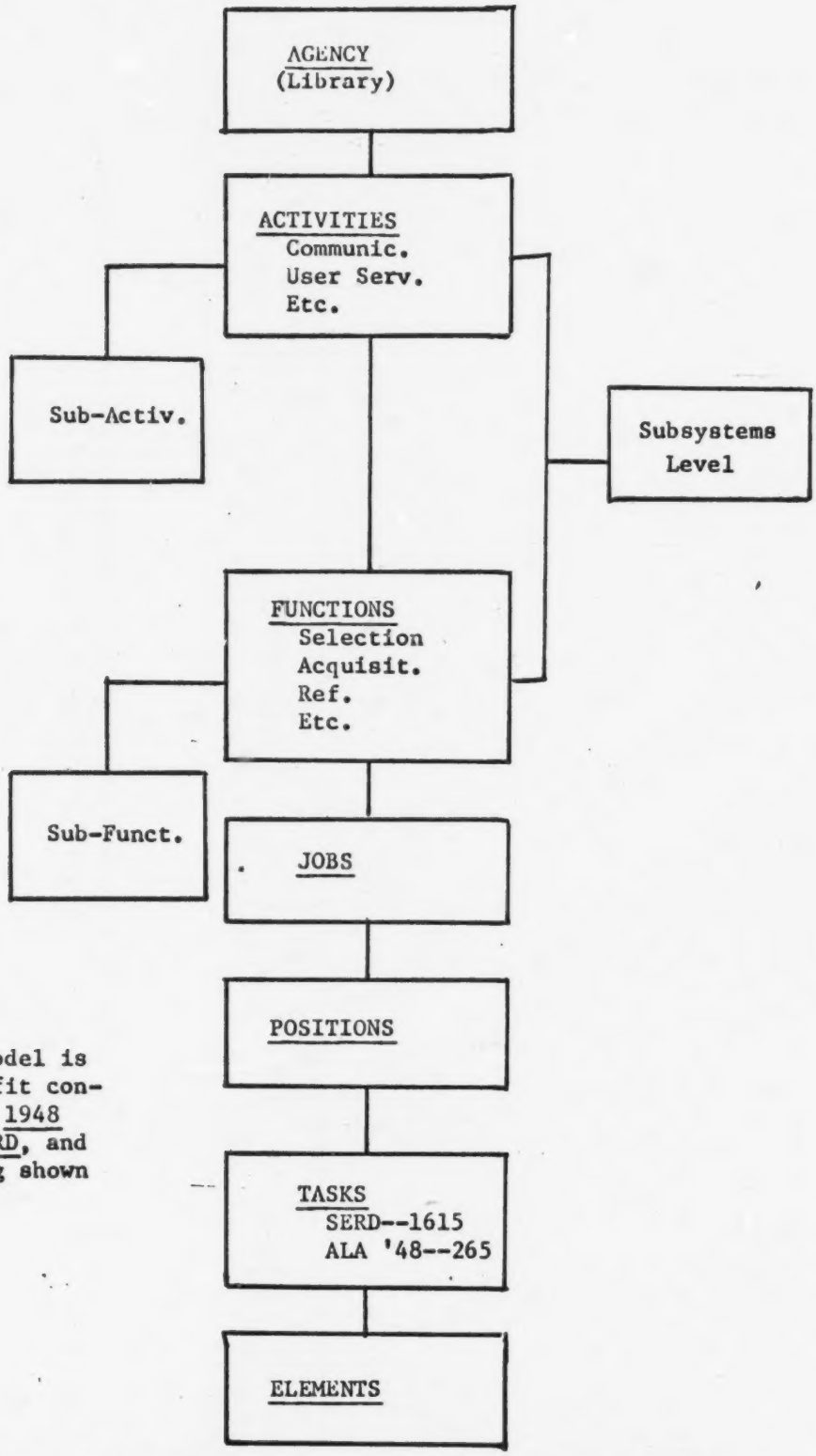
[3] Ibid., p. 3.



N.B. This model is designed to fit concepts of the 1948 ALA List; SERD, and Booth/Ricking shown in Fig. 2.

Fig. 3.—A Generalized Model: Activities, Functions, Etc. of an Agency

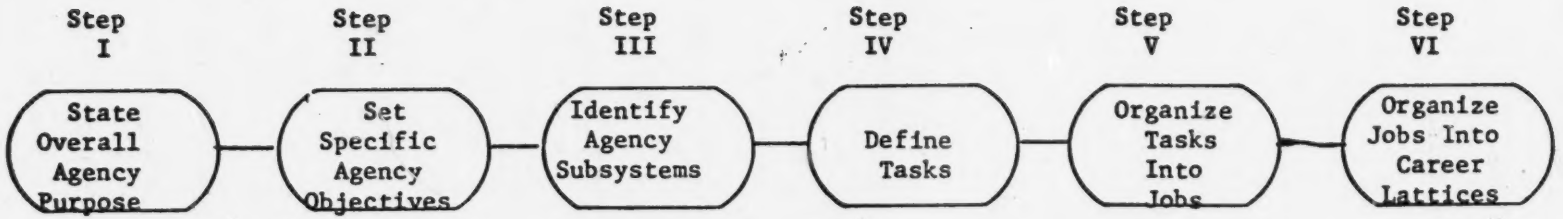


Fig. 3.—Steps in a Systems Approach to Job Design and Manpower Utilization (Adapted from Wiley & Fine op. cit.)

The systems approach advocated in Chapter II consists of six steps. (See Figure 3). Step III in our systems approach refers to the identification of subsystems. The U.S. Department of Labor concepts of Worker Functions (Data, people, and things) and Work Fields classifying all jobs in the U.S. economy represent new modes of thought in job analysis. Librarians, who may have been conditioned by the 1948 ALA Descriptive List..., may find it difficult to adjust to these new concepts. For example, the 1948 List identified the following Library Activities or Sub-systems:

Administration	Mechanical Preparation of Material
Personnel Management	Registration & Circulation
Self-Development of Staff	Reference Work
Public Relations	Assistance to Readers
Selection of Material	Physical Upkeep of Material
Acquisition of Material	Care of Shelves & Files
Cataloging and Classification	

Within these 13 activities, the 1948 List identified 265 related professional and nonprofessional duties.

In 1948, the ALA Sub-Committee classified the major functions and activities into the 13 divisions shown above. The term "activity" was used to designate the major divisions of library work, e.g., selection of materials. "Under each activity are listed 'duties' ordinarily performed in carrying out the activity...duty means a specific task performed to contribute to an objective." For the period in which thid 1948 study was made it is an excellent study....13 "activities" and 265 "duties."

In 1970, SERD identified 1615 tasks and classified the major functional job areas of librarianship into nine functional areas with the area of patron services sub-divided into 4 sub-groups as follows:

1. Administration
2. Selection & Acquisition
3. Cataloging and Processing
4. Registration & Circulation
5. Reference Services
6. Patron Services
   a. Children's Services
   b. Adult Services
   c. Special group Services
   d. Special Activities
7. Collection Maintenance
8. Facility Maintenance
9. Miscellaneous[4]

SERD does not define a functional job area, but it is clear that a functional job area is identical with the concept of an "activity" as defined in the 1948 List. SERD defines a "task" as "the smallest item of work, action, or activity involved in a job."[5]

A "task" as defined by SERD parallels a "duty" as defined in the 1948 List. "Task analysis identifies the tasks in a job. Once this is done, tasks are measured and compared on a variety of scales ranging from the kinds and levels of intellectual effort involved to the overall environment of the task."[6] SERD forsaw task analysis "...as a way of reorganizing jobs to permit what the Dept. of Labor calls 'job-restructuring,' which is the process of creating new jobs and enabling the development of 'new careers' in an agency."[7]

Job restructuring is actually Step 5 in our hierarchy. Job restructuring as defined by the U.S. Dept. of Labor "...is a special application of job analysis that involves the identification of jobs within the context of a system of which they are part and the analysis and rearrangement of their tasks to achieve a desired purpose."[8]

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[4] SERD, pp. 13-14.

[5] Ibid., p. 1.

[6] Ibid.

[7] Ibid., p. 5.

[8] U.S. Department of Labor. Manpower Administration, A Handbook for Job Restructuring (Washington, D.C.: 1970), p. 1.

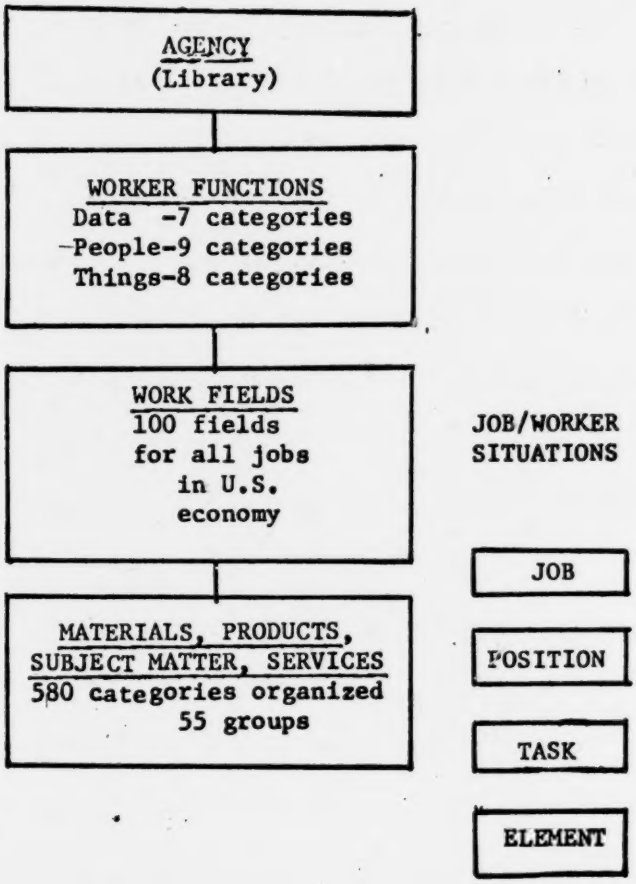
The sub-systems of librarianship identified as Step 3 can be expressed in a variety of ways. Four different interpretations are presented in Figure 4.

ALA-'48 (13)	SERD (9)	Ricking/Booth	US Dept. Labor*
Administration	Administration	Communic.	Data (7 categories)
Personnel Mgmt	Selection & Acq.	Tech. Serv.	People (9 categories)
Self-Dev.—Staff	Cat. & Processing	Management	Things (8 categories)
Public Relations	Regis. & Circ.		
Selection--Mat.	Reference		
Acquisition--Mat.	Patron Services		
Cat. & Classif.	Children's Serv.		
Mechanical Prep.	Adult Serv.		
Regis. & Circ.	Special Group Serv.		
Reference	Special Activities		
Asst. to Readers	Collection Maint.		
Phys. Upkeep—Mat.	Facility Maint.		
Care of Shelves & Files	Misc.		

*Handbook for Analyzing Jobs, 1972

Fig. 4.—Library Activities

A different way of looking at a library emerges when one considers the concepts shown in Figure 5.



N.B. This model is designed to fit U.S. Dept. of Labor Concepts. See Fig. 2.

Fig. 5.—A Generalized Model: Functions, Fields Services, etc. of an Agency. Adaptedffrom U.S. Dept. of Labor. Handbook for Analyzing Jobs, 1972.

In the approach taken by the U.S. Dept. of Labor,

Two categories of information are required for analysis of any job:

1. Work Performed:
   - Worker functions
   - Work fields
     - Methods verbs
     - Machines, tools, equipment, and work aids (MTEWA)
   - Materials, products, subject matter and servic

II. Worker Traits:
Training time
Aptitudes
Temperaments
Interests
Physical demands and environmental conditions[9]

The 1970 SERD study focused primarily on the areas of "work performed." In the area of "worker traits" no effort was made by SERD to gather data on aptitudes, temperaments, or interests. Data on training time and physical demands are available.

Three sets of terms relating to work performed require definition and further consideration: worker functions, work fields, and methods verbs.

Worker functions

> All job-worker situations involve to some degree a relationship on the part of the worker to data, people, things. These relationships are expressed in 24 worker functions arranged in hierarchies according to level; the lower the identifying number, the higher the level (See Table I, p. 22).
>
> A combination of the highest functions which the worker performs in relation to data, people, and things expresses the total level of complexity of the job-worker situation.

Work Fields

> ...one hundred work fields have been organized for the purpose of classifying all the hobs in the economy. Each work field has a title, definition, and a three-digit number.... Work fields are organized into groups on the basis of similar overall objectives.... (See Figure 1, p. 15).

Methods Verbs

> ...used to denote the specific methods of performing the work....[10]

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[9] U.S. Dept. of Labor, Handbook, p. 4.

[10] Ibid., pp. 4-5.

TABLE 1

STRUCTURE OF WORKER FUNCTIONS[11]

DATA	PEOPLE	THINGS
0 Synthesizing	0 Mentoring	0 Setting Up
1 Coordinating	1 Negotiating	1 Precision Working
2 Analyzing	2 Instructing	2 Operating-Controlling
3 Compiling	3 Supervising	3 Driving-Operating
4 Computing	4 Diverting	4 Manipulating
5 Copying	5 Persuading	5 Tending
6 Comparing	6 Speaking-Signaling	6 Feeding-Offbearing
	7 Serving	7 Handling
	8 Taking Instructions-Helping	

INFORMATION-GIVING -- 282[12] "(Reference)"

Providing information to people regarding places, events, programs, and procedures. Distinguish from information-giving which is involved in Teaching, Merchandising, Accommodating, and Healing-Caring.

Methods Verbs

Advising (patrons)	Delivering (discourse)	Reading (to audience)
Announcing	Explaining	Receiving (visitors)
Answering (inquiries)	Lecturing	Speaking

Machines	Tools	Equipment	Work Aids
		Inter-Com	Charts
		P.A. System	Directories
		Radio	Forms
		Tape Recorder	Maps
		Telautograph	Programs
		Telephone Equipment	Schedules

N.B. Other examples may be preferred for inclusion in the final version of this book.

[11] Ibid., p. 5.

[12] Ibid., p. 143.

Whether we use the fourteen subsystems (activities) identified in the 1948 ALA Descriptive List, the nine subsystems in the SERD study, the three used by Booth/Ricking or the three worker functions and their 24 categories as defined by the U.S. Dept. of Labor is ultimately important in understanding the major areas of library work. However, we would suggest that Step 3 be side-stepped for consideration at some later date.

CHAPTER IV

This draft list of tasks represents:

A. A consolidation and synthesis of:

1. The tasks listed in the Phase II reports for academic, public, and school libraries
2. The tasks from the original SERD report occurring in special libraries and at the professional level in school libraries (not included in the Phase II report)
3. The duties listed and described in the 1948 ALA Descriptive List of Professional and Non-Professional Duties in Libraries
4. A few tasks selected from School Library Personnel: Task Analysis Survey, [1] a report prepared in Phase I of the Knapp School Library Manpower Project, which had not been identified by SERD

B. A reorganization of the tasks into a new functional scheme

C. A rewriting of many of the tasks, either to clarify the language or to move in the direction

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[1] American Library Association, Association of School Librarians. Chicago, ALA, 1969.

of greater generality or universality; i.e., away from a specific description of how a task is performed in a particular library to the essential nature of the task wherever it is performed. (This means, of course, a move back toward broader statements of function, as opposed to "task" in the sense of "the smallest item of work, action, or activity involved in a job.")

D. Additions of tasks in some instances to fill obvious gaps in process.

The list is arranged by the categories of the ALA policy statement on Library Education and Manpower, but distinctions have not been established between senior and journeyman levels in any of the categories. This can only be done in terms of the organization structure and size of the library unit or system in which the tasks occur. In some libraries the tasks listed in the Librarian and Specialist categories under Management, for example, may be divided and subdivided among a dozen or more positions. In other libraries it is conceivable that one person (position) performs all of them. Similarly, practically all libraries will have more than one level of Clerk position, but whether there should be two, three,

or even four levels depends on the nature of the organization and the amount and type of such work to be performed.

Within position categories the tasks are arranged, to the extent feasible, in sequential (i.e., chronological or functional) order; they are not in the order of difficulty.

The functional scheme in which the tasks are arranged - "Organization," "Interpretation and Use," etc. - should not be confused with the organization pattern of a library. A librarian who works in a public service unit of a library will undoubtedly perform certain <u>functions</u> concerned with selection of materials, for example. Thus the tasks comprising any individual position description may be drawn from a number of functional areas.

It should also be read between every line on every page of the list that the placement of tasks here is not to be regarded as absolute and binding. The intent of the list is to serve as an <u>aid</u> to library managers, based on the experience and expertise represented in Phases I and II of the project and the field review in Phase III. Judgments will vary, as will the situations in which the work is performed, and the line between categories and between levels within categories is always a sliding

one. More important than the use of the list itself is the understanding of the process by which it was developed: the evaluation and scaling of all of the factors involved in the actual performance of the tasks and the use of this evaluation as the basis for placing tasks into categories.

Most important of all, the inclusion of a task in this list does not reflect a judgment on the part of anyone involved in any phase of the project that the task should be being performed or should be being performed in the manner described. One of the uses foreseen for the list is that the compilation and presentation in one place of tasks actually being performed will permit and encourage critical review and the asking, in individual libraries and by the profession as a whole, of just such questions.

No tasks included in the SERD report[2] or the 1948 Descriptive List were omitted, except as they duplicated each other, and many tasks have been added. There are undoubtedly still many tasks being performed in libraries which are not listed, and in some cases obvious gaps have been noted. The draft is being

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[2] Except maintenance and custodial, since they were not included in the statement on Library Education and Manpower.

circulated widely, through a pattern of state meetings and review in selected library systems, in order to catch significant omissions, and all users of the list are invited to note missing tasks or functions and to send them to the chairman of the project.

By the very nature of the process it follows that all tasks listed will not be performed in all libraries. There is no suggestion that they should be, but the aim was in the direction of inclusiveness, since it is simpler for users to omit tasks with which they are not concerned than to add those performed but not included. Obviously many of the tasks will need to be translated or adapted to the practices of the individual library or system.

No part of the present draft has been fine-tooth edited to correct inconsistencies of usage and treatment, as between "users" and "clientele," "AV" and "audiovisual," etc.

9/18/72 MR

DEVELOPMENT OF THE COLLECTION

Librarian

Builds the library's collection in accordance with agency goals and objectives and the needs of the community served
- Formulates policies for selection
- Allocates budgetary resources

Determines the nature of user interests and needs
- Makes and studies surveys of reader interest
- Evaluates usage patterns of materials in the collection

Coordinates selection with needs and resources of other community agencies, including other libraries

Anticipates long-range needs of all segments of the library's collection

Prepares lists of materials needed in specific subject areas

Confers with professional colleagues (consulting, recommending/deciding upon recommendations) regarding collection development

Interprets library's collection-building policies to users

Identifies availability of materials
- Examines dealers' stocks and displays
- Interviews salesmen
- Discusses materials with colleagues
- Examines materials sent on approval
- Reads trade publications, reviews, etc.

Selects materials (print and non-print) for library collections (May take the form of recommending or evaluating and deciding upon the recommendations of others)
- Consults a variety of sources for information regarding, and evaluation of, materials being considered
- Decides on extent of duplication desirable of specific material
- Decides among various editions of material
- Evaluates and decides upon user requests for material
- Evaluates and decides upon acceptability of gift materials
- Examines (reads, views, listens to) materials
- Decides among purchase, loan, reproduction, rental, or lease of materials

Decides upon the permanent withdrawal of materials from the library's collection (May take the form of recommending or evaluating and deciding upon the recommendations of others)
- Withdraws obsolete and unused materials (on basis of direct examination or review of inventories)
- Decides whether damaged and worn-out materials are to be discarded, repaired, reproduced, or replaced through purchase, loan, rent, or lease

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* Obtains through purchase, exchange, lease, rent, or gift, the materials (print and non-print) which have been selected for addition to the library's collections
  - Maintains awareness of availability of materials and prices
  - Maintains want lists for out-of-print titles and rare materials and bids on when they become available
  - Appraises highly specialized and rare material
  - Negotiates contracts for prices and services with publishers, dealers, and jobbers
    - Selects jobber or publisher to receive orders
  - Solicits gifts of materials library wishes to acquire
  - Establishes and supervises exchanges of materials with other libraries and organizations

Are *'s desirable for all the sub-functions here?

* Maintains control over all stages of the acquisition process, including the rate of expenditure and the receipt of materials ordered
  - Establishes systems and procedures for purchase, exchange, lease, rent, or gift of materials
  - Establishes systems and procedures for recording acquisition of materials, including all issues of periodicals, serials and continuations
  - Controls budget for acquisition
  - Schedules purchases, rentals, leases
  - Supervises the entire acquisition process and resolves difficult problems encountered
  - Makes final approval of all orders
  - Determines unit or individual within library to examine materials received for consideration
  - Confers with colleagues over nature, priority, and complexity of requests for materials

In special libraries:

Serves as member of library advisory committee to establish selection priorities and decide upon acquisitions

Submits to and discusses with department heads of organization list of materials for possible acquisition, with request for comments, criticism, additions or deletions

In school and academic libraries:

Enlists faculty participation and recommendations in evaluating and selecting materials

Conducts workshops and training for teachers

* May also be performed by Specialist

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in evaluation and selection of materials
Enlists faculty in formulating a written selection policy for materials
Develops evaluation forms for use of faculty
Confers with faculty to determine directions and emphasis of teaching programs
Confers with faculty to determine specific new materials needed

Library Technical Assistant

Searches for difficult bibliographic information
Checks standard tools for author information, publication data, and price
Searches catalog and order files to determine if materials requested are already in collection or on order
For materials already in collection, notes call number on order slip
Searches catalog and order files to determine if materials received under examination plan are already in collection or on order
For materials already in collection, inserts slip indicating call number
Checks standard collection - building tools against catalog and notes materials not in collection
Checks list of damaged and withdrawn materials against standard tools to determine if they are still available for purchase
Assembles author, price, and publication data for use of selectors
Assembles data for preparation of orders, including name of dealer, fund to which purchase is to be charged, number of copies and their distribution
Checks completed order forms for accuracy
Verifies materials received
Checks materials received against original order for exact titles, editions, number of copies, price
Checks materials received against invoices
Stamps and initials invoice to indicate correctness
Identifies incomplete or incorrect orders
Completes form letter or composes letter to dealer describing nature of incomplete or incorrect order and indicating action desired by library
Supervises record of all serials acquired by library
Produces at intervals (annual, monthly) lists of serials acquired by library
Answers questions and adjusts complaints from library units and users regarding lateness of delivery or non-delivery of journals by checking master subscription file
Sends to library units list of serials for which subscriptions are about to expire and solicits recommendations for renewal or termination
Examines requests for serial back issues and replacements and orders materials following specific guidelines

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Technical
~~Administrative~~ Assistant

Maintains accounting system for purchase of library materials
- Operates accounting machine.
- Assigns budget account numbers for all new orders
- Maintains list of materials purchased by price and account number
- Prepares monthly and annual budget summary, showing by account number expenditures for materials and balance
- Maintains accounts by dealer or jobber
- Prepares reports for memorial fund donors

Checks accuracy of invoices
- Checks invoices for mathematical errors
- Computes discounts
- Converts foreign currencies to U.S. dollars
- Compares dealers' statements claiming nonreceipt of payment against library records to determine if invoice has been paid

Computes rental rates for rental materials and equipment

In systems headquarters:

Records payment received from member libraries for materials purchased through system

Clerk

Prepares orders for materials
- Types order forms from copy provided
- Sends to accounting office order forms for materials requiring prepayment
- Types form letters and envelopes to accompany order forms to dealers
- Inserts order forms in envelopes for mailing
- Refers to supervisor orders involving vague and incomplete information, unusual costs or rush.
- Sends to cataloging and appropriate user service units copies of completed order forms

Keeps records of orders
- Files order slips and forms
- Retrieves order form from files when invoice arrives
- Routes approved invoices to proper unit for payment
- Checks outstanding order files at regular intervals for items overdue

↑

Checks materials received
- Opens and sorts materials received
- Checks material received for damage

Keeps record of materials added to collection
- Maintains file by author and title, and including date of acquisition, cost, and source, for materials added to collection
- Assigns accession numbers to all new materials
  - Stamps accession numbers in materials
  - Enters numbers in accession book

Maintains record of all serials acquired by library
- Logs in master control file date and number of all serials received
- Forwards issues to appropriate units of library
- Maintains file of missing issues
- Completes form letter claiming undelivered issues

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Maintains payment card for all subscriptions
Notifies supervisor when subscriptions do not arrive on time
Maintains history card for serials
Reviews file to determine if serials are on order

Maintains consideration files:
Of requests for unpublished titles
Of recommendations for materials from users, staff, professional journals and selection tools
Of comments on periodicals received, examined, and rejected

Gifts and exchanges:
Keeps records of gifts and exchanges
Acknowledges gifts and exchanges

Miscellaneous
Maintains address files of publishers, jobbers, and other suppliers of material
Opens and collates new books in accordance with library's practice
Returns to dealers, with form letter, materials sent on approval which are not being purchased, or which have been sent in error.

In processing centers:

Checks books in processing center before packaging and shipping to determine (a) if order is correct, (b) if books are properly processed

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ORGANIZATION OF THE COLLECTION

Librarian

Establishes classification and cataloging policies for all types of materials
Develops and expands classification systems
Establishes and directs maintenance of all cataloging records
Supervises contributions to union catalogs and bibliographic centers and participates in cooperative cataloging arrangements
Determines when reclassification or recataloging is needed and plans and supervises its performance

Does this need to be repeated throughout ??

Evaluates classification and cataloging policies

Assigns priorities to new materials to be processed

Examines new materials to determine general subject matter, specific uses of material, and special interest material

Assigns classification notation to non-fiction titles using Library of Congress, Bliss, or other system, or local expansion or adaptation of one of those schemes

Assigns subject headings to print and non-print materials, using standard tools and the library's own list of headings

Expands and changes subject heading list to accommodate changes on political, social, and scientific scene, use of new terminology, and changes in reader interests

Reviews Library of Congress cards or Marc tapes and uses or adapts to library's own system

Determines number and kind of added entry cards required for new materials

Determines number and kind of cross reference cards required for new materials

Revises descriptive and fiction cataloging performed by LTA staff

Determines filing system for reference services in library

Identifies and implements changes in classification and cataloging policies and procedures

Describes in written manual, classification and cataloging policies and procedures

Answers questions from staff and library users regarding classification and cataloging policies and procedures

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Library Technical Assistant

Performs descriptive cataloging of materials for which LC cards or Marc tapes are not available

Catalogs fiction

Assists cataloger with routine and uninvolved classification of materials identified in standard tools

Establishes form of author's name
Checks catalog, shelf list, and order file for form of name
Verifies by research identity of author not in catalog and notes reference sources used

Types author card for fiction titles
Underlines author on title page
Translates materials from foreign languages into English
Annotates audio-visual materials
Prepares for typist copy to be typed on subject, author, and other cards
Checks typed cards for accuracy
Processes added copies and new editions
Has additional cards made if needed
Removes from catalogs and shelf list all records of materials which have been lost or withdrawn from the collection
Changes all appropriate records when materials are transferred from one unit of the library to another
Notes changes in titles of serials and makes appropriate changes in catalog and other records
Revises filing of catalog cards performed by clerk staff
Supervises the physical upkeep of catalogs: shifting of cards, inserting of new guides, retyping of soiled and worn cards and guides
Answers processing questions received from staff or library users, referring policy questions to librarian staff

Clerk

Types cards of all varieties for catalogs, shelf list and other files from copy provided
Reproduces cards in quantity by a variety of processes: tape, photocopy, multigraph, mimeograph.
Arranges catalog cards in sets, following established procedures

Alphabetizes catalog cards, sets of cards, LC proof slips
Arranges shelf-list cards in class order

Files cards above the rod in catalog
Files cards in shelf list and other files

Retypes cards, guides and drawer labels as required to maintain catalog
Changes by erasing, retyping or remarking any records affected by reclassification or recataloging
Separates by type computer-processed catalog cards
Orders cards from Library of Congress or other centralized service
Checks cards received against materials awaiting processing

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Assigns book numbers
    Checks Cutter-Sanborn tables for appropriate number
    Consults shelf list to determine if other books have same number
    Writes call number on title page of new books
Writes date code on all new materials

In processing centers:

Packages processed materials for shipment to member libraries, branches, or schools

Locates preprinted labels and packs in boxes with appropriate shipment

Arranges for movement of packaged materials to destination

Completes billing for titles by adding processing costs and forwarding to accounting office

Records number of processed materials sent to each library or system

Note: None of the tasks listed in this section suggests the existence of a book catalog

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PREPARATION AND MAINTENANCE OF THE COLLECTION

Librarian /or Specialist/

Establishes (or recommends) policies concerning the preparation, maintenance, and preservation of print and non-print materials

Determines methods and techniques for the physical preparation, maintenance and preservation of materials

Approves binding specifications
Negotiates with binding agent
Makes final decision on whether deteriorating items are to be restored or microfilmed
Arranges for disposal of material withdrawn from the collection by (a) gift or exchange to other library, (b) sale, or (c) discard
Supervises entire upkeep process, organizes work flow, supervises and assigns work to staff, determines priorities, and monitors results

/needs amplification for Preservation from point of view of research libraries/

Draft 2
9/18/72 MR

Library Technical Assistant

Inspects newly processed materials to make certain necessary pockets, cards, identifying labels have been properly completed
Maintains bindery control file
Sends to bindery, with complete instructions as to fabric, color, identification, etc., monographs and serials
Checks materials returned from bindery against original order, with respect to both specifications and costs
Identifies titles unsuitable for binding and not in print and schedules for microfilming
Notes gaps in journal and periodical collections and recommends microfilming or purchase of back issues

Clerk

Opens new books according to established method to assure flexibility
Collates new books in accordance with library's practice
Adds marks of ownership to new materials
    Operates perforator
    Stamps materials
    Hand letters identification symbols
Color codes materials according to special characteristics

Draft 2
9/18/72
MR

Places call numbers on materials by hand lettering or affixing labels
Prepares and affixes plates, pockets, cards and labels to new or rebound materials
- Types information from written copy
- Affixes labels or pockets by glueing
  - Operates glueing machine
  - Cleans and maintains glueing machine
- Shellacs over labels
- Inserts cards in pockets

Processes clippings
- Clips marked newspaper and magazine articles
- Stamps date and title of publication on articles clipped
- Prepares clippings for filing by glueing or stapling on blank pages

Processes new filmstrips and tapes by attaching trailers and leaders
Reviews shelves and selects titles in deteriorated condition, of excessive age, or infrequently used, and sets aside
Sorts worn books into (a) those that can be mended, (b) those requiring rebinding, (c) those that must be discarded
Checks inventory of AV materials and identifies those requiring repairs
Examines for damage materials returned from circulation
- Rewinds and inspects film
- Removes phonograph records from jackets and inspects for breaks and scratches
- Plays tapes to inspect for erasures

Cleans materials and treats for preservation
- Cleans phonograph records returned from circulation by wiping gently with a damp cloth
- Operates film cleaning machine

Repairs worn or damaged materials
- Performs simple mending operations: taping, glueing, etc.
- Duplicates and inserts missing pages
- Splices tapes, filmstrips, using splicing machine, or simple tools such as scissors, transparent tape, etc.

Makes and/or applies protective covers for library materials
- Sorts materials by type of covering required
- Inserts magazines, journals, reports, etc. in plastic covers by hand or with binding machine
- Inserts pamphlets in binders or boxes
- Reinforces pamphlets, booklets and paperback books by taping spine and cover
- Mends broken tape boxes, record albums, etc.
- Sands cartons (microfilm boxes, tape boxes) with sandpaper before affixing labels
- Operates plastic laminator
- Changes soiled plastic covers as required

Prepares purchase orders for titles to be sent to bindery
Sorts bound journals received from bindery by library units

draft ~ 9/18/72 MR

CARE OF SHELVES AND FILES

Librarian

Plans shelving arrangements and procedures
Plans shelf-reading and inventory operations
Coordinates space and time schedules for moving materials among units of library

Library Technical Assistant

Supervises maintenance of shelves and files
Makes routine and spot inspections of shelves and files
Searches charge records, shelf lists and other files to trace missing materials after routine check has been unsuccessful
Determines when materials are to be considered lost and notifies cataloging unit

Clerk

Sorts returned materials by type, location area, division of library, etc.
Arranges returned materials numerically or alphabetically by information on spine or label
Moves materials to appropriate area by cart
    Operates electrically driven book cart
Shelves materials by type, broad subject area, alphabetically or numerically, by information on spine or label
Files materials in vertical files, following indicated subject headings or classification
Locates material in files or stacks, as requested, by information provided on call slips, announcement system, etc.
    Arranges request forms in sequential order (alphabetical or numerical) before searching stacks
Delivers requested materials to point of service in person or via conveyor system
Searches stacks and files for overdue materials
Makes regular examination of shelves to determine if titles are properly placed and carded
Examines files of non-book materials, item by item, to be sure each is in its correct place
Marks shelves and files, as instructed, with subject headings or classification numbers to assist users in locating materials
Keeps shelves and files orderly by proper alignment of materials, use of supports and dividers, etc.
Clears tables in reference areas, returning materials to proper places for reshelving or filing
Shifts materials from one location to another in accordance with specific instructions
Inventories shelves and checks against circulation records and shelf lists to determine if titles are still in system
Dates and stamps new issues of journals and places on special shelves
    Removes preceding new issues from special shelves and places in proper sequence with back issues
Places new books on special display shelves as instructed
    Removes new books from special display shelves after specified time interval

Draft 2
9/18/72 MR

CIRCULATION

Librarian

Establishes policies and procedures for circulation of materials
Interprets circulation policies through the formulation of specific rules and regulations
Establishes circulation system for all types of materials
- Plans forms and records
- Determines filing policies

Identifies nature of statistics to be kept on circulation and directs their compilation
Handles sensitive complaints and inquiries
Supervises interlibrary loans
- Interprets interlibrary loan policies and advises in their development
- Coordinates interlibrary loan policies with those of neighboring libraries
- Assists staff with difficult bibliographic searches
- Has final approval on all interlibrary loans

Supervises the establishment and operation of reserve ~~book~~ collections of materials

/Needs amplification for academic libraries/

Library Technical Assistant

Supervises circulation and registration routines
Supervises the maintenance and compilation of daily, weekly, monthly, and annual statistics concerning registration, circulation, reserves, interlibrary loan, etc.
Responds to user complaints, presented in person or by mail or phone
- Checks out reasons for problem described
- Interprets policies
- Explains rules and regulations
- Corrects any errors in action or procedure on the part of the library

Refers to librarian problems requiring professional judgment or those he is unable to resolve satisfactorily

Lost and Damaged Materials:
- Checks charge records and other files to trace missing materials after routine checking has been unsuccessful
- Determines materials under search are lost and starts process of notifying catalog department to remove cards from catalog
- Determines amount to charge borrower for lost or damaged materials by (a) consulting tools, (b) determining age, approximate condition, and replacement costs

} Move to Maint. of the Collection?

Interlibrary Loan:
- Sorts all mail, telephone, and TWX requests for interlibrary loan and assigns to appropriate staff
- Provides clerks with needed instructions for processing
- Approves interlibrary loan orders for materials to leave unit

Draft 2
9/18/72 MR

In public libraries:

Examines and verifies all fine charges in excess of specified amount
Supervises form letter process to borrowers
Makes decision on reduction or cancellation of fines when borrower questions or complains in person, by telephone, or by letter.
Seeks to obtain return of long-overdue materials by telephoning or going in person to home or office of borrower
Attempts to trace and locate borrowers with overdue materials who have left the jurisdiction of the library

In school / academic / special libraries:

Informs faculty / students / staff of inability to fill special requests
Calls in materials on loan when requested elsewhere
Checks lists and bibliographies to determine whether materials requested by faculty / students / staff are available in the collection
Develops routing lists for distribution of materials
Plans system of scheduling and delivery of materials

Draft 2
9/18/72 MR

Clerk

Circulation:

- Charges, renews, and discharges circulating materials, using either manual or machine system
- Matches information on circulation card with that on pocket of material
  - Searches for correct card if necessary
  - Returns proper card to pocket on return of materials
- Checks to see if returned materials are overdue
- Checks to see if returned materials are on reserve
- Examines returned materials for obvious damage
- Answers borrowers' questions concerning circulation rules
- Where mail circulation service is provided, sends materials to shipping unit with appropriate forms completed
- Prepares circulation desk for service
  - Makes ready needed supplies
  - Changes dates in charging system
- Keeps circulation records
  - Files circulation cards by call number
  - Keeps daily count of circulation
  - Compiles circulation statistics at required intervals: weekly, monthly, annual

Interlibrary Loan:

- Answers telephone for interlibrary services and requests information necessary to process requested loans
- Separates and sorts received TWX messages for interlibrary loan materials and services
- Types or writes order forms for materials requested or telephones other libraries
- Arranges all request forms in sequential order (numerical or alphabetical) before searching for materials
- Determines by checking catalogs and circulation records if requested materials are available
- Searches stacks and files for materials requested or completes call slips for them
- Notifies borrower by form letter or TWX of availability in time of materials requested
- Files requests by date of availability
- Assigns borrower's number to all new requests for interlibrary loan materials
- Computes postage and insurance rates (using standard tables) for materials being sent out
- Maintains files on all materials on interlibrary loan
- Maintains calendar record of date materials are due from interlibrary loan
- Requests return of overdue materials by telephone or card
- Types cards with identifying information such as name of library, title, author, call number, borrower's name, date due, etc. for materials received from another library
- Notifies borrower by telephone or card when materials requested through interlibrary loan have arrived
- Packages for return materials received through interlibrary loan

Draft 2
9/18/72

Is this "universal"? Lost and Damaged Materials:
Prepares form letter to go to borrower requesting payment for lost or damaged materials
Records on copy of borrower's notice receipt of payment for damaged, lost, or destroyed materials and forwards money to accounting office

Miscellaneous:
Notifies borrower by telephone or card of arrival of requested new materials
Receives lost articles and checks identification for claim of articles
Inspects materials in user's possession at check-out point

In public libraries:

Registration:
Explains the library's registration rules
Gives the applicant any printed information available about the library's services, collections, and rules
Checks to see if applicant has had card previously
Provides applicant with registration form and assists as required in its completion
Reviews completed application form for completeness of information
Obtains additional information that may be required
Determines whether to issue card on the basis of information supplied
Types applicant's name and other identifying information on library card
Issues card to applicant
Maintains files of registrants
Records changes of address, etc. to amend records and retypes card, as requested by registrant
Withdraws expired cards from registration files

need corresponding procedure
for school / academic / special libraries

Draft 2
9/18/72 MK

Reserves:

Examines for completeness reserve form presented by user and requests information not provided
Checks to determine if material requested on reserve order form is (a) in circulation, (b) in stacks, (c) elsewhere
Locates card for requested materials already in circulation and marks with identifying symbol or attaches reserve order form
Identifies returned materials for which reserve order has been placed and sets aside
Inserts reserve slip in material and files on shelves alphabetically by name of borrower who has placed reserve
Notifies borrower of availability of material by telephone or card
Locates reserved materials upon presentation by borrower of notice of its availability

In public (and academic?) libraries:

Overdues and Fines:

Computes fines, manually or using a standard chart
Collects and records fines
Operates cash register
Discusses fines with borrowers
Compiles, at required intervals, reports of fine income
Operates adding machine
Verifies computer printouts of overdue materials
Completes and sends form letters to borrowers with overdue materials
Provides information to supervisor regarding borrowers who have not responded to final form notice
Locates borrower's registration card and clips form for each unpaid fine to card
Computes accumulated fines clipped to registration card and, if over specified amount, withdraws card and routes to accounting office
Locates registration card upon request of borrower to pay bill, computes and collects total fine
Fills out receipt for patron upon payment of fine, attaches second copy to paid bill, and routes to accounting office

In public and school libraries:

Instructs and assists young children in library charging system

9/18/72 MK

In school and academic libraries:

Places materials requested by instructors on reserve shelves for student use

needs amplification

In school libraries:

Requests assistance from classroom teachers in obtaining overdue materials from students

Assesses student's socio-economic background to determine (a) whether child should be charged for overdue or damaged book, (b) if to be charged, how much

(special also?) Delivers and collects materials

In special libraries:

Telephones staff members who have not responded to overdue notices

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Nothing here on rental collections; use of libraries by non-resident (or non-student) borrowers

Break into
Orientation,
Instruction,
Promotion
??

INTERPRETATION AND USE OF THE COLLECTION

Librarian

Establishes policies for user services
- Determines the groups to be served and the extent and kind of service to be given to individuals
- Formulates rules and regulations to implement the policies established

Develops a program of service to meet the needs of the library's clientele

Provides assistance and guidance in the use of the collection to individuals and groups
- Explains the arrangement of the library
- Identifies types of materials available, including audiovisual, periodicals, reference works
- Answers questions regarding library's holdings
- Provides instruction, formal or informal, in use of bibliographic tools: catalogs, directories, indexes, files, and standard reference works

Provides reference assistance in person, by phone, or by mail
- Locates the answers to informational questions
- Guides the user to sources of information
- Prepares special indexes
- Prepares specific reference reports
- Makes telephone calls for information not available in library's collection
- Abstracts materials as requested

Provides guidance in the selection of materials
- Provides information regarding specific works and authors
- Informs ~~readers~~ users of materials relating to their special interests
- Compiles bibliographies
- Selects upon request book lists for special groups

Interprets and encourages the use of the library's resources
- Gives talks on general holdings and special collections and services
- Plans displays of library materials
- Selects titles for popular reading room
- Selects titles for special display from new acquisitions
- Shows films to groups in library and conducts discussions based on them
- Produces discussion guides for films, records, and other AV materials
- Supports and encourages library use through special programs and activities
- Develops programs of reading motivation involving reference search, reading evaluation, etc.

Provides liaison with instructional programs

Selects and orders materials through interlibrary loan to meet user needs and interests

Refers users to other libraries for materials not in collection

Draft 2
9/18/72 MR

In school and public libraries:

Plans and conducts story, picture book, and reading hours for children

Plans and conducts book fairs and similar special events

Arranges for class visits to the library

Discusses use, resources, and services of library during visits of classes to library

Identifies exceptional children (slow learners, advanced learners, etc.) and provides appropriate materials for them

Identifies children with reading and study problems and seeks ways to help them

Discusses with parents reading development of children

Establishes and maintains a cooperative working relationship between school and public libraries in the interests of more effective service to students

Plans joint school/public library activities

Exchanges information regarding programs, acquisitions, etc.

Assists children in literature searches

Visits classrooms

Introduces materials of special interest

Gives book talks

Enrolls children in planned reading programs

Organizes and advises library or book clubs

Draft 2
9/18/72 MR

In school, academic, and public libraries:

Acquaints faculty with the resources available in the library
Interviews instructors, students, and others to determine specific course objectives
Reviews and makes suggestions on reading lists provided by instructors
Advises faculty in utilizing the resources of the library in developing curriculum and course work
Maintains liaison with instructors regarding reserve collection needs
On request from instructors, arranges selections of materials on special topics

In school and academic libraries:

Participates in annual orientation program for new faculty members and students
Visits classes to improve understanding of academic programs and quality of services offered by the library
Works with faculty to design innovations in instruction
Assists faculty in (a) materials searches, (b) bibliography checks and (c) use of AV equipment and materials

In school libraries:

Coordinates reading programs in learning center
Provides classroom collections of materials based on needs of educational programs and interests of students } Also public?
Plans and participates in open houses for parents in learning center
Responds to suggestions from parents regarding activities of learning center
Plans and presents assembly programs

Draft 2
9/18/72 MR

Participates in curriculum development and revision
Assists curriculum committees in selection of materials
Assists individual teachers in curriculum planning
Plans with faculty members to coordinate library materials and activities with curriculum programs and textbooks

Participates in team teaching activities
Provides formal programs of library instruction
Provides incidental instruction in note-taking, outlining, and library skills
Conducts workshops for teachers in use of materials and reference techniques
Provides guidance to classes undertaking research projects
Evaluates students' library skills and informs teachers of the results
Prepares and scores examinations in library skills
Assists with assignments done in the library
Provides guidance in organizing and presenting written and oral book reports
Evaluates students' special library projects
Assists students to develop competency in listening and viewing skills
Develops and directs individual reading guidance programs
Guides and directs small reading groups
Assists in and provides materials for extra-curricular activities

Draft 2
9/18/72 MR

Arranges with teachers procedures for mass assignments involving the use of the library

Identifies students in need of counseling and informs counselors

Keeps records on individual students, including reading progress, interests, needs, and abilities

In special libraries:

(Hospital library)

Selects, on basis of anticipated user interests, materials for wards including a variety of patients with different problems

Maintains informal record of user interests and stocks book carts accordingly

Uses human relations skills to encourage the seriously or permanently injured to use library services

Persuades and assists blind patients to use talking book materials

Discusses content, meaning, and implications of books and magazine articles with patients

Passes on to medical staff observations of unusual or significant patient behavior

Participates in staff sessions including medical, psychiatric, and nursing staffs in analyzing problems and development of patients.

Media Specialist (Still needs to be coordinated with academic)

In school libraries:

Develops programs and activities encouraging teachers to use AV materials in instructional materials center
As requested by teachers, selects AV materials appropriate to classroom activities and places on reserve shelf
Observes and evaluates use of AV materials in classrooms and advises teachers accordingly
Participates in curriculum planning by suggesting role of AV materials
Works with faculty members in developing short-term conferences and institutes involving multi-media
Approves requests of faculty members to use staff and equipment of AV department for curriculum review and development
Adapts AV materials including tapes, phonograph records, video systems, etc. to specific classroom situations
Advises teachers on use of AV equipment
Edits video tape for use in educational settings
Conducts workshops for teachers in operation, utilization and possibilities of AV equipment, including television, projectors, tape recorders, etc.
Provides faculty members with AV format for classroom use, including rough sketches, sequences, kinds of AV material
? Constructs special pieces of equipment (not available in market) to fulfill needs in AV center
Serves as liaison between instructors and AV technicians in production of AV materials

Draft 2
9/18/72 MR

Library Associate

Serves on information desk
Guides users to departments and locations where required services can be provided
Answers questions regarding library services
Answers simple reference questions
Conducts story hours for pre-school children by reading or telling stories
Illustrates and dramatizes stories
Serves as group leader in community, working with young people to interest them in library activities

Assists with vacation reading programs

Library Technical Assistant

Prepares, with review by librarian, simple and specific bibliographies
Reviews standard reference tools for information requested by staff
Checks catalogs and standard sources for publication data needed for bibliographies

In special libraries (hospital library)

Provides and assists in the use of reading aids (page turners, bookstands, ceiling projectors, tape recorders, etc.) by bedridden and handicapped patients

Clerk

Directs user, when questioned, to specific subject area locations in library
Operates reader printer terminal to retrieve information from files

In school libraries:

Maintains schedule of class activities in library
Schedules classroom use of AV materials and equipment

Draft 2
9/18/72 MR

MANAGEMENT

Librarian (Library Director)

Formulates, in conjunction with other members of the staff, library goals and objectives, and recommends, in the form of programs and policies, to library's governing body.

Interprets the basic goals and objectives of the library, as defined by its governing body, to (a) staff and (b) the library's clientele
Determines general objectives for new library programs
Evaluates and approves or disapproves requests for changes in program emphasis by staff
Defines and implements new procedures to improve services and programs
Develops written policies and translates them into operational terms

Evaluates library policies and achievement of library objectives
Collects pertinent data to assist in evaluation

Informs the governing body of the library's accomplishments and needs, and recommends desirable program and policy changes
Submits and justifies the library's budget

[Need to insert here - or in a general definition of management - the whole range of relationships with other staff members: their evaluation of program, their requests, the evaluation of their evaluations, etc.]

Makes regular reports on the progress of major programs, fiscal management, and significant problems encountered or foreseen
Represents the library in its community
With officers and faculty of a university, other public officials and heads of community agencies in the case of a public library, corporate or institutional officials and/or department heads for a special library, the central administration of a school or school system. Also, with "Friends" groups, foundations and government agencies.
Relates the library to community interests, to discover ways in which it can improve or expand its services
Meets and discusses with community groups, policies, programs, and procedures that may influence future directions of the library
Adjusts sensitive and top-level complaints regarding library services, procedures and policies
Generates community involvement in library by informal contacts, memoranda, meetings and talks

Draft 2
9/18/72 mk

Organizes the services and staffing of the library to meet its goals and objectives
- Evaluates and approves/disapproves or modifies suggested administrative, structural, or staff changes in library programs and activities
- Designs, develops, and revises organizational patterns within the library
- Determines level of staffing required for the individual units and departments of the library

Plans, executes, and controls the library's budget

(See ~~Specialist~~ : Planning and Budget)

Directs the overall operation of the agency, providing leadership to the entire staff and coordinating their activities at the highest level
- Conducts regular staff meetings of department heads to review problems, progress, needs, and new developments in library
- Reviews and evaluates staff reports, statistical studies, etc. and determines action to be taken on them
- Determines the records, statistics, forms, and reports required
- Serves as top-level liaison among various units of the library in matters of personnel, collection development, and services
- Evaluates the performance of senior-level staff and guides their development
  - Makes the final decision regarding employment and retention of senior-level staff

Anticipates new programs, problems, and needs of library and formulates plans to meet them
- Formulates and establishes new services
- Selects new locations for library units
- Plans for new buildings and equipment

Librarian (Unit Head) / (Middle Management)

A new section needs to be developed here to include those management tasks performed by dept heads and branch heads in large libraries, by school librarians at the building level, and by special librarians in relationship to the larger organization of which they are a part. Some of these, but not all, are included under the heading: Multi-level. Some are simply, for the unit, a repetition of tasks listed above under Library Director -- again a matter of scale, depending on size of unit.

Draft 2
9/18/72 MR

The only type of library for which we have more than a few stray tasks of this sort is —

In school libraries:

Prepares and submits to principal / superintendent short-range and long-range plans for learning center

Writes proposals for submission to central office of school system for support of special programs

Meets with school officials to promote and explain library services and / or receive recommendations for additional services

Presents to principal / superintendent detailed budget for operation of learning center

Reviews, as instructed by principal / superintendent, overall budget and specific budgets for selected departments, and discusses changes with department heads

Integrates library practices and procedures with educational practices and procedures

Translates to operational terms stated policies of school board

Draft 2
9/18/72 MR

Specialist: Planning and Budget (Business Manager)
/In most school and special libraries this function is performed by the library director in conjunction with central administrative staff/

Prepares and administers the library's budget
- Reviews departmental budget requests and discusses with unit heads
- Modifies departmental requests on basis of overall library budget needs
- Confers with central organization (city/university/company/school) officials over budget presentation and fiscal management of library
- Provides data to support and justify the library's budget requests
- Answers questions of central organization officials and the library's clientele regarding budgetary needs and plans
- Presents budget decisions to unit heads of library, with instructions to reduce, expand, or otherwise change unit budgets
- Monitors expenditures and relays to unit heads and library director any problems revealed

Establishes fiscal and statistical reporting system for library
- Determines the nature of data needed to provide accurate information regarding the financial condition and operation of the library
- Determines accounting and bookkeeping procedures to be followed
- Establishes expenditure periods
- Develops forms to be used

Prepares annual fiscal report for library
- Prepares narrative and interpretive reports to accompany statistical data
- Edits and consolidates reports from unit heads into library-wide report

Makes decisions, or prepares recommendations for library director, on purchase, lease, or rental of (non-bibliographic) materials, equipment, and facilities
- Reviews, evaluates, and approves/disapproves major requests for equipment and materials from unit heads
- Evaluates alternative sources of products
- Prepares contract specifications for requests-for-proposals to be let for services, equipment, and materials
- Conducts comparative evaluative studies of bids and proposals submitted by contractors
- Reviews or conducts technical studies concerned with the capacity and durability of library equipment and materials

Conducts studies of library's systems and procedures and makes recommendations regarding them
- Recommends on basis of time, cost, and benefit factors, whether or not library processes be computerized
- Prepares flow charts and diagrams to define systems problems of library procedures
- Reads and evaluates technical literature to determine applicability to management procedures in library

Provides day-to-day business management of library
- Analyzes possible sources of revenue, anticipates expenditures and the need and costs of increased services
- Reviews and recommends insurance programs for library equipment, facilities, and staff

Draft 2
9/18/72 MR

Monitors, supervises, and maintains administrative control over retirement program fund for library staff
Supervises memorial book fund and other special funds
Sets up inventory system for controlling use and location of equipment and supervises its maintenance
Designs, develops, and writes proposals for use of local, state, and federal funds

amplify and resolve questions:

DESIGNS, DEVELPS, AND WRITES PROPOSALS FOR USE OF LOCAL, STATE AND FEDERAL FUNDS---UPON WHOSEX DIRECTION? DOES HE MAINTAIN CONTACT WITH OFFICERS OF OTHER GOVERNMENTAL UNITS TO DETERMINE WHAT FUNDS ARE AVAILABLE? DOES HE MAINTAIN CONTACT WITH OTHER OFFICERS IN THE LIBRARY AGENCY TO SEE WHERE SUCH PROJECTS MIGHT BE PLACED? DOES THE AGENCY HEAD DETERMINE THAT SUCH PROJECTS ARE WITHIN THE GOALS OF THE AGENCY

Specialist: Physical Facilities

/In most school and special libraries this function is performed by central administrative staff/

Determines long-range construction and maintenance needs for library
Evaluates such needs for inclusion in annual budget
Schedules and assigns priorities for technical and physical maintenance and development of library properties
Directs overall maintenance of buildings and grounds
Makes decisions on major alterations, repairs, and renovations
Approves maintenance agreements on equipment
Has responsibility for all physical safety factors on the library's properties for both public and staff
Has administrative responsibility for maintenance-custodial staff
Coordinates and supervises rearrangements of physical facilities in library
Plans new space allotments in terms of patterns of use, staff needs, and requirements of the collection
Recommends needed furniture and equipment
Designs and plans shelving
Designs and develops procedures for transferring books and audio-visual materials from one agency or location to another
Plans and administers the moving of library units or agencies
Selects new locations for service outlets
Makes studies of the use, traffic, cost, and physical factors concerned
Consults with representatives of the library's clientele affected by the decision
Negotiates with owners of sites or facilities under consideration

Plans and conducts the library's building program
Consults with members of the library staff regarding space needs and problems
Submits, describes, and justifies proposed plan to director and governing body of library
Prepares general building specifications for submission to architects
Conducts comparative evaluative studies of bids and proposals submitted by architects and contractors
Recommends to library director most advantageous proposals
Serves as liaison for library with architects and contractors
Supervises, evaluates, and accepts/rejects specific building and construction accomplishments of contractors
Selects, with advice of interior designers, architects, and library staff, furniture and furnishings for new buildings and additions
Arranges tours for building committee of library's governing body to view construction activities and completed facilities

Specialist: Personnel

/In most school and special libraries this function is performed by the library director in conjunction with central administrative staff/

Administers the personnel policies of the library as determined by the library director in conjunction with central administrative staff
Provides liaison on behalf of the library with Civil Service Commission, university-wide personnel office, school personnel (or principal's) office, or the personnel office of the institution served by a special library
Reviews, evaluates, and recommends changes in, personnel policies
Reviews personnel data, reports, etc. from a variety of sources and areas to gain insight into applicability to the library's personnel programs
Makes available to staff, usually through a manual, the personnel policies and procedures of the library
Revises manual, as appropriate, in accordance with suggestions made by staff or administrative authority
Keeps manual continuously up to date
Answers questions from staff regarding personnel policies, procedures and regulations
Formulates, on basis of adopted policy, regulations concerning staff use of, and rights to, such library facilities as parking, lunchrooms, and purchase of materials
Organizes the personnel program of the library, giving due emphasis to each of its components, and integrating them with each other
Employs staff of all kinds and levels
Designs and conducts programs of recruitment
Recruits staff and encourages persons to join library profession through visits to schools (universities, colleges, junior colleges, high schools)
Visits library schools to recruit and interview students for professional positions in library

Draft 2
9/18/72 MK

- Writes and places notices of positions available or recruiting advertisements in professional journals and local newspapers
- Writes recruitment brochures
- Writes or phones schools (all levels) and placement agencies regarding the library's personnel needs
- Posts vacancies at library conferences
- Conducts correspondence with applicants and potential recruits

Evaluates the qualifications of applicants

- Recommends criteria for hiring professional and non-professional personnel
- Interviews applicants
- Requests evaluations from schools, placement agencies, former employers, by phone, letter, or in-person inquiry
- Participates in the preparation and conduct of examinations (written, oral, skills)
- Screens roster of current employees for possible placement in job openings

Makes recommendations regarding applicants to appointing authorities

Provides for orientation, training, and development of staff

Designs and arranges for the conduct of programs to introduce new staff at all levels to the library: its physical facilities, key personnel, organization structure, goals and objectives

With appropriate supervisory staff, plans goals, objectives, and priorities for a variety of in-service training programs

Arranges for the conduct of such programs (internally or externally) and for the participation of trainees

Monitors and evaluates all orientation and training programs for library staff

Arranges for or conducts periodic workshops for supervisory staff

Counsels individual staff members regarding potentialities for advancement, including needs for further formal education and specific types of training

Determines system to be used and oversees the maintenance of staff personnel records

Oversees all clerical work of the personnel office

Administers the library's personnel budget

Participates in the preparation of the personnel budget

Studies the salary schedules of other libraries and comparable organizations to keep abreast of current rates for all kinds of positions in the library

Explains and negotiates with library staff salary proposals for the coming year

Evaluates statistical and salary data and recommends salary adjustments for library staff

Justifies recommended salary schedules to granting authorities

Administers the library's position classification plan

Prepares job descriptions

Performs job analyses

Evaluates job descriptions prepared by staff for accuracy and completeness

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Evaluates classification procedures and recommends changes
Keeps position classification system up to date
Establishes position classification standards for all positions in library
Recommends reclassification of individual positions or groups of positions in library, based on study of them
Meets with staff committee to review and evaluate library classification plan and classification of positions under review

Conducts continuous program of staff evaluation
Establishes pattern of periodic performance review by supervisors
Reviews supervisors' evaluations
Reviews all recommendations to terminate employment of staff

Promotes the physical, professional, financial, and psychological well-being of staff
Administers group health and retirement programs, savings plans and other benefits
Encourages and provides liaison with staff professional, social and recreational organizations
Monitors working conditions of staff throughout the library in the interests of safety, comfort, convenience, and aesthetics
Monitors rest, washroom, and lunchroom facilities for staff

Administers the library's grievance procedures

/Needs amplification; nothing in SERD or '48 List/

Represents the library in negotiations with employee unions or associations

/Needs amplification; nothing in SERD or '48 List/

Plans for expansion or reduction of staff, and for transfer or reassignment from one type of work or from one division to another in the interest of more effective service

Confers with individual staff members on a wide variety of professional and personal matters affecting the individual's work performance and his relationship to the organization

Conducts staff meetings

Assigns volunteers in library and monitors progress and activities] Needs amplification who requests? training? Personnel or Pub Rel??

Specialist: Public Relations

The function of communicating the library's programs and services to its community of potential users is a shared one in which ideally all staff participate. The role assigned here to the Specialist will probably occur most frequently in larger public libraries, while in special libraries, school media centers, and many university libraries, because of the differences in the clientele served, the function is not as extensive and may be performed entirely by librarians. It is recommended, however, that these libraries,

as well as the smaller public libraries unable to employ a full-time specialist, seek professional public relations advice and assistance on a part-time or consultative basis wherever possible for those tasks identified here as being performed by the Specialist.

Plans, guides, and directs the overall public relations program of the library
- Plans and directs campaigns for specific purposes
- Provides professional and technical services to Friends of Libraries and similar groups

Plans, coordinates, and produces:
- radio and television programs
- newspaper articles and press releases
- bulletins and newsletters published by the library
- displays and exhibits within and outside the library
- a wide variety of printed informational and promotional materials on the library
- films, slides, and other audiovisual presentations of the library's services
  - Designs layouts
  - Edits written copy or film
  - Writes copy
  - Directs and evaluates the work of artists, photographers, printers (on the staff or engaged for specific projects)
  - Selects material and articles to be included in library publications
  - Selects members of the staff to contribute to, or participate in, specific publications and programs

Develops and maintains liaison with:
- representatives of the local media: press, TV, radio
- representatives of a wide variety of community groups

Has responsibility for the distribution of all library-produced materials
- Maintains mailing and subscribers' lists

Maintains awareness of all materials of interest to, or about, the library in the local, national, and professional media
- Scans a variety of professional and general interest publications
- Monitors local television and radio stations for programs of possible interest to library

Makes arrangements for visitors to the library
- Screens requests for use of meeting rooms to determine appropriateness of requests
- Coordinates tours of library by scheduling and assigning guides from staff

<u>Librarian or Specialist: Public Relations</u>

Stimulates understanding and support of the library's programs, services, collections and needs by participating in its overall program of public relations

Represents the library in community or service organizations, faculty meetings, or meetings of department heads (in the case of a special librarian)
Writes articles for library publications, house organs, university or school publications, local press, professional journals
Plans and conducts special observances of book and library weeks, holidays, and special events
Gives talks on or participates in discussions of the library's services, collections, needs and policies before special groups or on radio or television
Identifies community resource persons for involvement in library programs and makes specific requests of individuals to serve as speakers, participants, etc.
Develops promotional ideas for library
Provides liaison with donors to the library
Designs and develops programs sponsored by the library for agencies, organizations, and the community as a whole
Monitors and supervises staff presentations, articles, etc.
Conducts tours and technical discussions of library facilities, procedures and policies for visiting professionals
~~the~~ Sets up, with student involvement, a plan for student activities in library
Recruits volunteers for library by meeting with individuals and groups
Evaluates requests from groups for use of library facilities
In school and academic libraries

Technical Assistant

Budget/Fiscal:
Maintains library's accounting system
Sends verified accounts payable to head of appropriate unit or library director for approval
Provides encumbrance reports to unit heads and library director at stated intervals or on request
Prepares financial reports for library director at stated intervals or on request
Answers questions from, or provides explanations to, appropriate staff members re status of accounts or accounting system
Answers questions from, and provides information to, auditor during annual audit
Maintains liaison with central fiscal office (of city, school, university, institution or company)
Handles banking activities of library, with responsibility for accuracy of accounts
Deposits all income for library in appropriate accounts
Controls access to, and use of, check-writing machine
Reconciles library accounts
Controls expense and cash funds in library
Controls use of petty cash fund
Reviews and approves routine travel and expense accounts of staff
Reviews and approves requests to purchase routine supplies and equipment and (non-bibliographic) materials under specified amount

/No tasks relating to budget were found at this level in SERD, but much of the detailed preparation would be performed here/

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General Management:
- Serves as administrative secretary to library director and governing body
  - Takes and transcribes minutes of board/committee meetings
  - Prepares agendas
  - Makes all physical arrangements for meetings
  - Sends notices of meetings
  - Handles complaints and inquiries addressed to the director or governing body
- Compiles statistics relating to library operation, collection, and services for use in preparing reports, budget requests, and replies to inquiries
  - Completes questionnaires addressed to library
  - Obtains needed information from unit heads and other staff
  - Reduces statistical and quantitative data to tabular or graphic form
- Maintains the library's control files of insurance programs, maintenance records, legal agreements, and contracts
- Maintains library's equipment inventory
- Organizes and supervises complex files; assigns subject headings
- Serves as supervisor of major clerical unit, such as stenographic pool, mail room, reprography unit, purchasing or supply office

Move ahead of Budget/Fiscal

Personnel:
- Interviews applicants for non-professional positions
- Checks by telephone, letter or form, references submitted by job applicants
- Writes letters of response, as delegated, to applicants for positions in library
- Explains to new staff members employee benefits, tax regulations, etc.
- Conducts exit interviews with non-professional employees leaving the staff
- Maintains position control records
- Drafts revisions of staff manual sections
- Collects and maintains files of salary schedules, employee benefits and staff regulations in other libraries and comparable organizations

Data Processing:
- Codes data for electronic processing
- Writes computer programs following procedures outlined in flow charts
- Performs desk checks of programs
- Tests programs on computer
- Checks data for accuracy upon completion of program execution
- Corrects programs
- Refines programs to reduce operating time
- Classifies completed programs for storage and future use
- Operates auxiliary electronic data processing equipment: sorters, collators, decollators, bursters, and slitters
- Assists non-technical staff in use of processed data
- Transmits data to computer via telephone module

Public Relations:
- Editorial:
  - Writes and edits copy
  - Proofreads copy
  - Serves as liaison between editors and printers
  - Gathers materials for specialist's use in preparing articles, programs, and releases
  - Maintains calendar of events for display in library and publication
- Administrative:
  - Schedules use of meeting rooms, makes equipment available, provides overall arrangements
  - Supervises special mailings
- Graphic:
  - Designs page layouts
  - Makes floor plans and diagrams to assist users in locating service areas
  - Designs and executes art work for library publications
  - Makes posters and signs
  - Designs and constructs displays and exhibits
  - Manages library print shop
  - Takes and develops photographs; produces prints and slides
  - Edits film

Purchasing:
- Obtains and maintains file of information regarding sources of supplies, prices, quality
  - Interviews salesmen
  - Collects descriptive materials from manufacturers
  - Reviews trade journals
  - Obtains reports from testing agencies
- Furnishes specifications on special items
- Follows up with suppliers on incomplete, incorrect or late orders

<u>Clerk</u>

Mail services:
- Incoming mail:
  - Picks up at post office or receiving unit
  - Sorts by name, department, or unit
  - Opens items not specifically addressed
  - Determines appropriate unit to receive items
  - Distributes to appropriate individuals and units

Outgoing mail:
- Folds and inserts letters in envelopes by hand or machine
- Packages materials
- Weighs letters and packages
- Computes postage and insurance rates
- Affixes postage by hand or machine
- Takes letters and packages to post office or central distribution unit

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Typing Services:
- Operates typewriter to produce:
  - Memos
  - Letters
  - Cards
  - Reports
  - Lists
  - Labels
  - Manuscripts
- From:
  - Handwritten copy
  - Typed copy
  - Dictation equipment
- In the form of:
  - Original and carbon copies
  - Stencils
  - Tapes
  - Multilith masters
  - Addressograph plates
- Operates keypunch machine
- Operates TWX machine
- Makes corrections of typed copy in a variety of forms
- Maintains typewriter or other equipment in good working condition by performing simple cleaning, changing ribbons, tapes and type faces, etc.

Filing Services:
- /May be of any materials used in connection with management of library: correspondence, forms, stencils and multilith masters, tapes, cards/
- Organizes files
- Classifies materials
- Labels folders and drawers
- Places materials in files, following subject, alphabetic, or numeric arrangement
- Retrieves material from files as requested
- Controls borrowing of materials from files and proper return thereof
- Reviews files at regular intervals and removes older and less needed materials
- Sees that files are maintained in good condition, with folders, labels and guides replaced as needed

Stenographic Services:
- Takes, by hand or machine, and transcribes stenographic notes, producing letters, minutes, memoranda, and reports

Receptionist Services:
- Receives callers at library offices
- Directs callers to appropriate individuals on staff
- Answers inquiries not requiring referral elsewhere

Secretarial Services:
- /May or may not include performance of tasks described under Mail, Typing, Filing, Stenographic, and Receptionist Services/

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Keeps supervisor's appointment calendar and schedules appointments
Answers supervisor's telephone and refers calls, takes messages, or handles the business of the call
Acknowledges mail addressed to supervisor and handles routine correspondence without dictation

Switchboard Services:
Operates telephone switchboard
Refers calls to proper units of library
Answers questions of a general nature such as hours of service
Places conference and long-distance calls

Reprographic Services:
Determines best method of reproduction for the materials being copied
Operates multilith, mimeograph, addressograph, or photocopy machine
Checks materials produced for acceptability and reproduces if necessary
Services machines by replenishing paper, ink, toner, etc.
Cleans machines regularly to maintain in good operating condition
Operates automatic paper punch, collator, paper-folding machine, and automatic stapling machine

Fiscal/Statistical Services:
Writes checks for library, by hand or checkwriting machine; maintains check register; prepares deposit slips
Enters daily, weekly, or monthly transactions in appropriate ledgers
Maintains chronological account of expenditures by budget categories
Compiles expenditure totals for specific periods of time by budget categories
Checks cash reports received from service units
Checks invoices for mathematical errors
Handles petty cash fund on day-to-day basis
Operates electric adding machine
Compiles, on instruction, statistics relating to library operation, collection and services, for use in preparing reports, budget requests, and replies to inquiries

Supply Services:
Maintains stock of consumable office supplies for unit or entire agency
- Orders supplies as needed through purchasing unit
- Keeps disposition record of supplies
- Maintains inventory of stock

Issues supplies, on regular basis or as requested, to individuals or units
- Delivers supplies by hand or cart
- Cuts paper and card stock as required, using paper cutting machine

Purchasing Services:
Prepares requisitions or purchase orders
Checks received materials against packing slip, original order, and invoice
Compares dealers' statements claiming nonreceipt of payment against library records and requests evidence of payment from accounting office

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Maintains records for all supplies on:
source of purchase, price, date of orders, and quantity ordered
Shops for and purchases small or urgent items from petty cash fund

Payroll Services:
Checks staff time cards and reconciles discrepancies
Keeps time and leave records for staff by maintaining daily entries of hours worked, leave status, etc.
Computes salary due and taxes to be deducted
Writes and issues checks to staff
Prepares annual statements for staff of salary paid and tax deducted
Prepares tax statements at required intervals for appropriate government agencies
Sends reports at stated intervals to individual staff members and their supervisors of compensatory and debit time accumulations and use of annual and sick leave

Personnel Services:
Conducts typing tests of clerical applicants
Scores pre-employment examinations that can be graded by keys
Maintains personnel files on all employees and former employees
Maintains a record, by pay-period intervals, of expenditures for personnel
Completes simple reference forms for supervisor's signature

Public Relations Services:
Maintains clipping file or scrapbook for all articles in local and professional press about library
Maintains clipping file or scrapbook of all published articles prepared by library
Maintains mailing lists for library publications
Maintains file of all printing produced in library print shop
Maintains stock of publicity materials
Arranges bulletin boards and displays

Multi-level [Problem here is that it does not indicate relationships of LTA to Clerks, Libn to LTA, etc - but can't without an organizational structure]

The following management functions are performed in all areas of the library's operation by persons with administrative/supervisory responsibility. They may thus be performed by Librarians, Specialists, or Library/Technical/Administrative Assistants. Their placement in a classification scheme will of course vary, depending on the nature of the work being administered.

Directs and supervises program of work of unit
Lays out and assigns individual responsibilities and sees that all staff are effectively employed
Determines and assigns priorities and deadlines
Assigns staff to develop specific objectives and programs from general objectives
Manages unit in terms of overall professional or technical responsibility
Establishes and maintains working climate conducive to effective service and good staff morale

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Takes charge in emergencies
Conducts staff meetings
Evaluates quality and effectiveness of work program
Determines records, statistics and forms required for proper conduct and evaluation of program
Requests from staff reports and statistics on work accomplished
Studies, analyzes, and evaluates staff reports and integrates data provided into reports on the unit
Evaluates unit programs in relation to established professional or technical standards
Interprets management decisions, directions, policies, and regulations to staff
Plans and initiates new program activities and the use of new techniques
Develops and maintains awareness of trends in library service, technology, and the needs of the clientele served by the library
Plans, prepares, justifies, and administers the budget of the unit
Coordinates activities of unit with those of other units of library
Represents unit at inter-departmental meetings
Discusses departmental procedures, policies, programs, and problems with other unit heads
Supervises individual members of staff
Provides introduction to the work of the unit and on-the-job training as required
Evaluates performance on a day-to-day informal basis and communicates need for and means of improvement
Provides written structured evaluation at specified intervals
Encourages staff development by assigning varied and higher level duties as justified by performance
Makes recommendations to higher level supervisors and personnel office re in-service and external training needs of individuals on staff and of the staff of unit as a whole
Recommends individuals for transfer or promotion
Counsels individual staff members regarding possibilities for advancement, additional education and training required, and career opportunities in general in the library
Takes action as required to discipline or terminate staff
Schedules staff to accommodate the needs of the service
Reviews and approves/disapproves weekly time cards
Reviews and approves/disapproves vacation and leave requests
Reviews and approves/disapproves requests to attend conferences, conventions, and meetings
Arranges for substitutes when library personnel are absent
Interviews applicants for positions in unit
Confers with staff members individually and collectively about interpersonal problems, relationships within the department and with other units of library
Plans space and building needs for unit
Plans departmental arrangements
Selects appropriate equipment as needed
Reviews physical plant and requests maintenance service as required
Has responsibility for all factors of personal safety
Controls and authorizes distribution and use of keys
Investigates administrative and service problems

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Recommends purchase of materials, equipment and supplies

Conducts correspondence; composes and dictates letters and memoranda
Responds to in-person, telephone, or written inquiries, including questionnaires, related to the work of the unit
Handles and adjust complaints
Talks with visiting representatives of other libraries or the library's clientele; conducts tours of the unit or of entire library

PROFESSIONAL DEVELOPMENT

The following activities, traditionally considered part of the professional's responsibility to himself and his employer, will be performed not only by the Librarian and Specialist, but also by those individuals in the Library/Technical/Administrative Assistant and Clerk categories who are interested in self development and growth in responsibility on the job. Responsibility for the development of the skills, knowledge, and understanding of individual staff is shared by the library and the individual. The library's activities in this direction are described under Management: Specialist-Personnel and Multi-level. The activities listed here are those undertaken on his own initiative by the individual.

Keeps informed of developments in professional or technical field by:
- Reviewing regularly the literature of the field
- Participating in professional or technical associations
- Discussing matters of professional and technical concern with colleagues (in library/on faculty/in field)
- Visiting other libraries to learn about their collections, operation and management

Contributes to the development of professional or technical field by:
- Participating in programs and committee activities of professional and technical associations
- Investigating professional and technical problems
- Serving as consultant to other libraries in the field of specialization
- Writing for publication

Increases knowledge of professional or technical field through:
- Formal academic courses
- Workshops and seminars
- In-service training programs
- Personal research

* * *

CHAPTER V

DISSEMINATION AND IMPLEMENTATION STRATEGIES

In the preceding chapters we have presented extensive content relating to many aspects of the broad field of job analysis. Our major focus has been on the SERD task analysis study—this is what this "Handbook" is really all about. We have introduced numerous concepts and principles including: job restructuring, differentiated staffing, (the ALA Education and Manpower Policy Statement), establishing purposes, goals, objectives, etc.

With this much material on this number of topics how do we get librarians to do something--anything--at the local level? This is a prime question. We are convinced of the need to suggest ways—new ways, different ways—of approaching this implementation problem.

A three-phase design is proposed to disseminate to a limited number of people, to gain acceptance, and to finalize the findings of the ILTAP project. The three phases proposed herein are not discreet nor can the objectives of any one phase be completely met before the subsequent phase is initiated.

Phase I is diagnostic. Library personnel attending one of the three state conferences in the Fall of 1972, will review, discuss, and debate principles underlying the ILTAP project with the view of providing

diagnostic data for the Committee. Subsequent to the conferences, the Committee will refine the task analysis data for submission to other groups of library personnel in Phase II.

Phase II will consist of training trainers in sessions during which participants will learn the position (posture) of the Committee and be trained in techniques for implementing this position (1-2 days).

Phase III will consist of a series of dissemination conferences to be held at widespread local levels. The design for Phase III will emanate from techniques learned during Phase II.

Through the use of a series of implementation procedures described in the Appendix or through procedures of your own choosing—we hope that there will be a marriage of content and method to bring librarianship to a point where it is making more effective utilization of its human resources.

Starting with task analysis and moving into the broader aspects of job analysis we anticipate improved occupational information which will help us organize tasks into jobs (Step 5) and organize jobs into career ladders (Step 6).

Citizen concerns in the U.S. increasingly focus on accountability, means and amounts of financial support, and the quality of life in America.

Professional concerns in librarianship continue to reflect discontent with traditional staffing and service patterns, the need for shared decision making, differentiated staffing, redefinition of library and librarian roles, the need for new library competencies, competency-based qualification standards.

It is clear that the effective utilization of the talent available to any organization and the most appropriate educational preparation, recruitment, occupational counseling, training, and performance evaluation rest on an improved understanding of what the work is which is to be performed. In Phase I, SERD tried to find out. Through Phases II and III we have tried to re-organize and restructure the SERD task analysis data in different packages. Our goalsis to support the highest standards of library service for all kinds of libraries through a systems approach to job analysis.

In doing this we do not have to scrap everything that exists and start anew. Rather, we can start where we are and focus on the real social purpose of libraries and their capacities to meet the needs of the people whom they are supposed to serve. "This often requires that we cut away deadwood and that we summon up the courage to relegate status, tradition, and vested interests to the lesser place they deserve."[1]

NOTE: AN EXTENSIVE BIBLIOGRAPHY WILL BE PROVIDED.

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[1]Wiley & Fine, p. 37.

Appendices

In the final document a bibliography of some substance will be in this section.

For purposes of the workshops at the state library association meetings in the fall of 1973 the following appendices are attached:

1. A description of the rating scales SERD used in its original study. Participants should read these in order to understand the number of points used for evaluating each task identified. The consultants for Phase II of the project, in turn, used these scales in the development of their various models.

   In order to understand the placement of any given task in the proper category of library personnel as defined in the Library Education and Manpower statement of the American Library Association, June 30, 1970 these rating scales must be understood.

2. This process can best be followed by reading the paper Myrl Ricking produced in her work as a consultant to Phase II. This paper is included so that participants will understand the process and be able, somewhat, to duplicate it in local situations.

3. A copy of the June 30, 1970 statement of policy adopted by the American Library Association Library Education and Manpower.

   It is important to keep in mind the statement and its definition of the categories of library personnel. This working draft is dependent upon these definitions and the SERD ratings.

APPENDIX C

THE SCALES

Following is a list of the ten scales used to measure each task. Each section describes a scale (for which the data are provided in Appendix E). Thus, "II-A Performance Standards," corresponds to the first digit under column two in Appendix E.

I. TASK STATEMENT

This must be a simple, clear, precise statement of each task. It should include these points:

1. Upon what instructions--the source or nature of instructions such as directions, own initiative, clients, specific procedures, etc.
2. Who--the worker.
3. Does what--the work process is described.
4. In relation to what or whom.
5. To accomplish what immediate result.
6. With what tools, equipment, or aids.

II. PERFORMANCE STANDARDS

These scales refer to the quality, kind, and nature of standards that should govern a task. Each task is coded for each scale.

A. Who or what sets the standards?

1. The worker.
2. Others.
3. Outside criteria.
4. Other.

B. What quality is required, variation or error permitted?

1. Error-free quality (or very, very close to it) is required.
2. Moderate variation or a few errors are permitted.
3. Considerable variation.
4. Other.

C. Are standards written or unwritten?

1. Written or firmly established.
2. Not written.

D. Pace or Productivity:

1. A maximum hourly, daily, etc., rate of productivity.
2. Productivity is uneven and determined by peaks and variations.

3. Client traffic determines the quantity.

4. Pace is set by worker weighing a variety of conflicting, competing, and/or ambiguous demands.

5. The complexity of the process determines the pace.

6. Other.

III. TASK ENVIRONMENT

This scale refers to the climate, environment, or setting in which the task occurs. Each task is coded for the one most appropriate item.

01 Involves a variety of steps and frequent change.

02 Repetitive or short cycle operations carried out according to established procedures or sequences.

03 Doing things under specific instruction, allowing little or no room for independent action or judgment in working out task problems.

04 Direction, control, and planning of an entire activity or the activities of others.

05 The necessity of dealing with people in actual job duties beyond giving and receiving instructions.

06 Working alone and apart in physical isolation from others, although the activity may be integrated with that of others.

07 Influencing and informing people in their opinions, attitudes, or judgments about ideas or things.

08 Performing adequately under stress when confronted with the critical or unexpected or when taking risks.

09 The evaluation (arriving at generalizations, judgments, or decisions) of information against sensory or judgmental criteria.

10 The evaluation (arriving at generalizations, judgments, or decisions) of information against measurable or verifiable criteria.

11 The interpretation of feelings, ideas, or facts in terms of personal viewpoint.

12 The precise attainment of set limits, tolerances, or standards.

13 Other.

MR

IV. WORKER FUNCTIONS

These scales refer to the dominant orientation of a task. Each task is rated on each scale--data, people, or things.

A. Data: Each task must be coded in terms of whether it relates to information, knowledge, etc., whether written, oral, numerical, verbal, etc.

01 Copying and Coding: To reproduce or duplicate from an original. Transferring data into numerical or pictographic symbolism or other forms to facilitate computation and analysis.

02 Comparing: Judging the observable functional, structural, or compositional characteristics (whether similar to or divergent from obvious standards) of data, people, or things.

03 Computing: Performing arithmetic operations and reporting on and/or carrying out a prescribed action in relation to them. Does not include counting.

04 Translating: Placing information into a different language, different intellectual level, or a more desirable form to facilitate improved communication.

05 Compiling: Gathering, collating, or classifying information about data, people, or things.

06 Analyzing: Examining, selecting, reviewing, and evaluating data without application of theory. Present alternative action in relation to analysis may be involved.

07 Organizing: Bringing together various data, things, and/or structures in order to produce activity or action and attain results.

08 Coordinating: Determining time, place, and sequence of operation or action to be taken on the basis of analysis of data; executing determination and/or reporting an event.

09 Planning: Projecting the future and foreseeing needs, services, or situations and making the necessary arrangements to provide the structures, activities, and things to meet the needs. Providing the direction in which activities, functions, or structures are to move.

10 Synthesizing: Integrating data to discover facts and/or develop knowledge, concepts, and interpretation.

11 Not applicable.

12 Other.

B. People: Each task is coded in terms of the most appropriate item.

1. Taking instructions, helping, and serving: Carry out work order of supervisor. No immediate response or verbal exchange is required unless clarification of instruction is needed. Attends to needs, requests, or the expressed or implicit wishes of people. Immediate response is involved.

2. Exchanging information: Converses with, interviews, and/or signals people to convey or obtain information, or to clarify and work out details within the framework of established procedures.

3. Counseling, Persuading, or Diverting: Encourages individuals on a personal basis or in small group situation and gives instruction, advice, and assistance concerning daily living, services, and participation in groups. Influences others in favor of a service or point of view by talks or demonstrations.

4. Supervising: Determines and/or interprets work procedures, assigns duties, maintains harmonious relations, evaluates performance, and promotes efficiency. Makes decisions on procedural and technical levels.

5. Consulting, Instructing, or Treating: Serves as a source of information and provides ideas to define, clarify, enlarge, or sharpen procedures or capabilities. Teaches or trains others. Motivates, supports, and instructs individuals.

6. Negotiating: Exchanges ideas, information, and opinions with others to formulate policies and programs, and/or arrives at resolutions of problems growing out of administration of existing policies and programs, usually after a bargaining process.

7. Mentoring: Advises, counsels, and/or guides with regard to problems that may be resolved by legal, scientific, clinical, spiritual and/or other professional principles. Advises clients on implications of courses of action open to deal with a problem and the merits of one strategy over another.

8. Not applicable.

9. Other.

C. Things: Each task is coded in terms of the extent to which it deals with inanimate objects having shape, form, and other physical characteristics.

1. Handling: Using body or handtools to move and carry objects, books, or materials.

2. Monitoring: Observing, checking, or standing by while equipment, activity, process, or objects operate or function and calling for assistance in the event of malfunction.

3. Servicing: Performs simple repairs or adjustments requiring few or no tools, techniques, skills, or time and usually completed at work station.

4. Operating: Controlling, starting/stopping, or working machines, equipment, objects, or materials.

5. Preparing/Set-Up: Getting equipment, materials, or facility ready for use; cleaning; acquiring necessary equipment and supplies.

6. Maintenance: Checking, testing, determining, and measuring the exact nature and scope of malfunctioning equipment, materials, and objects; using technical knowledge and/or skill to restore same to operative condition.

7. Storage/Retrieval: Selecting, placing, or procuring tools, objects, materials, or equipment with some latitude, judgment, or precision since a system or procedure is applied.

8. Not applicable.

9. Other.

V. GENERAL EDUCATIONAL DEVELOPMENT

There are three categories--reasoning, mathematics, and language. Each task is coded in terms of each of the GED levels required:

A. Reasoning: These items are arranged from simple to complex. One response was selected for each task.

1. Apply elementary reasoning to carry out simple one or two-step instructions in standardized situations with few variables.

2. Apply elementary reasoning to carry out detailed, but uninvolved written or oral instructions.

3. Apply elementary reasoning to carry out instructions furnished in written, oral, or diagrammatic form. Deal with problems involving several concrete variables in or from standardized situations.

4. Apply principles of rational systems to solve practical problems and deal with a variety of concrete variables in situations where only limited standardization exists. Interpret a variety of instructions in books or manuals or in mathematical or diagrammatic form.

5. Apply principles of logic or scientific thinking to define problems, collect data, establish facts, and draw valid conclusions. Interpret an extensive variety of technical instructions in books or manuals or in mathematical or diagrammatic form. Deal with several abstract and concrete variables.

6. Apply principles of logical or scientific thinking to a variety of problems. Deal with nonverbal symbolism (formulas, scientific equations, graphs, the social sciences, musical notes, etc.) in its most difficult phases. Deal with a variety of abstract and concrete variables. Perceive the most difficult classes of concepts.

7. Other.

B. Mathematics: This scale also ranges from simple to complex. One response was selected for each task.

1. Mathematics short of almost automatic addition of commonly remembered single digit numbers (2+1, 2+2, 5+5, etc.) is never required.

2. Approximately 2nd to 3rd grade mathematics: Add and subtract one or two digit numbers. Multiply and divide 10's and 100's by 2, 3, 4, 5. Perform basic arithmetic operations with coins as part of a dollar. Perform operations with units such as cup, pint, quart; inch, foot, yard; or ounce, pound.

3. Approximately 3rd to 6th grade mathematics: Add, subtract, multiply, and divide all units of measure. Perform the four operations with like common and decimal fractions. Draw and interpret bar graphs. Perform arithmetic operations involving monetary units.

4. Approximately 6th to 9th grade mathematics: Compute interest, commissions, ratio and proportions, and/or percentages. Calculate surfaces, weights, and measures. Algebra requirements: calculate variables and formulas. Geometry requirements: calculate plane and solid figures and understand angles.

5. Approximately 9th to 11th grade mathematics: Practical applications of fractions, percentages, slide rule, and essentials of trigonometry. Algebra requirements: Deal with systems of real numbers; linear, quadratic and rational functions; and statistical inference. Geometry requirements: deductive geometry, plane and solid.

6. Approximately 12th grade and elementary college level mathematics: Work with exponents and logarithms, linear and quadratic equations, mathematical induction and binomial theorem, permutations. Calculus: Apply concepts of analytic geometry, differentiations and integrations of algebraic functions. Statistics: Apply mathematical operations to frequency distributions, reliability and validity of tests, normal correlation techniques, sampling theory, factor analysis, etc.

7. Highly specialized mathematics: Work with limits, continuity, real numbers, implicit function theorems: modern algebra. Statistics: Work with mathematical statistics, mathematical probability and applications, experimental design, statistical inference, econometrics.

8. Not applicable.

9. Other.

C. Language: This scale ranges from simple to complex. One response was selected for each task

1. The general equivalent of up to about 3 years of schooling. Reading: Short of everyday signs (EXIT, ENTRANCE, etc.) never required. Writing: Other than signature not required. Speaking: Elementary social and interpersonal relations.

2. The general equivalent of about the 3rd to 5th grade. Reading: Recognize meaning of about 2,500 (two to three-syllable) words; numbers; Rate of 95-125 words per minute. Writing: Prints simple sentences containing subject, verb, and object and series of numbers, names, and addresses. Speaking: Speaks simple sentences.

3. The general equivalent of about the 6th to 8th grade. Reading: Vocabulary of 5,000-6,000 words. Rate of 190-215 words per minute. Adventure stories or comic books. Looks up unfamiliar words in dictionary. Simple instructions. Writing: Compound and complex sentences; uses proper end punctuation and employs adjectives and adverbs. Speaking: Speaks clearly and distinctly.

4. The general equivalent of about the 9th grade through post-high school. Reading: Variety of novels, magazines, and encyclopedias; safety rules; instructions in use and maintenance of tools and equipment; methods and procedures in mechanical drawing; and layout work. Writing: Brief reports and essays in proper and correct format, punctuation, spelling and grammar. Speaking: Speaks before small groups with poise, voice control, and confidence, using correct English and modulated voice.

5. Generally post-high school and linguistic experience. Reading: Novels, poems, periodicals, journals, manuals, dictionaries, thesauruses, and encyclopedias. Writing: Business letters, expositions, summaries, and reports using prescribed format and conforming to all rules of punctuation, grammar, diction and style. Speaking: Participates in panel discussion, dramatizations, and debates. Speaks extemporaneously on a variety of subjects.

6. Considerable education and linguistic experience. Reading: literature, book and play reviews, scientific and technical journals, abstracts, financial reports, and legal documents. Writing: novels, plays, editorials, journals, speeches, manuals, critiques, poetry, and song. Speaking: Experienced in theory, principles, and methods of effective and persuasive speaking, voice and diction, discussion, and debate.

7. Not applicable.

8. Other.

VI. WORKER INSTRUCTIONS

Instructions may be explicit, leaving little to be taken for granted, or they may be implicit, assuming knowledge on the part of the worker as to how something should be done. One item was selected for each task.

1. Inputs, outputs, tools, equipment and procedures all specified. Almost everything the worker needs to know is contained in his assignment.

2. Inputs, outputs, tools and equipment all specified, but the worker has some leeway in the procedures and methods he can use to get the job done. Almost all the information he needs is in his assignment.

3. Inputs and outputs are specified, but worker has considerable freedom as to procedures, timing, tools, and equipment. He has to refer to several standard sources for information (handbooks, catalogs, wall charts).

4. Service is specified in the assignment, which may be in the form of a memorandum, manual, or request. The worker must work out his own ways of getting the task done, including procedures and sequence of operation. He may either carry out work himself or set up standards and procedures for others.

5. Same as (4) above, but in addition, the worker is expected to know and employ theory so that he understands the whys and wherefores of the options that are available for dealing with a problem and can independently select from among them. He may have to do some reading in the professional literature in order to gain this understanding.

6. Various services are available that can meet stated technical or administrative needs. The worker must investigate the services needed and evaluate them in regard to performance characteristics and input demands. This usually requires some creative use of theory well beyond referring to standard sources. There is no specification of inputs, methods, sequences, sources, or the like.

7. There is some question as to what the need or problem really is or what directions should be pursued in solving it. In order to define it, control and explore the behavior of the variables, and formulate possible outputs and their performance characteristics, the worker must consult largely unspecified sources of information and devise investigations, surveys, or data analysis studies.

8. Information and/or direction comes to the worker in terms of needs (tactical, organizational, strategic, financial). He must call for staff recommendations and reports concerning methods of dealing with them. He coordinates both organizational and technical data in order to make decisions and determinations regarding courses of action (outputs) for major sections (divisions, groups) of his organization.

9. Other.

VII. TRAINING TIME

This indicates the length of time required to learn the task including formal education. In coding for this category, the analyst paid particular attention to the GED requirements. Thus, a low GED requirement will usually also be low in training time. Some tasks, however, are exceptions. It is assumed that every task requires an orientation period on-the-job which is not included in this scale.

1. Less than one year

2. 1 to 4 years

3. 5 to 8 years

4. 9 to 10 years

5. 11 to 12 years

6. 13 to 15 years

7. 16 to 18 years

8. 19 years or above

VIII. TIME TO COMPLETE THE TASK

This indicates the time required to complete one element of a task; that is, in selecting books, we estimated the time required on the basis of selecting one book. One code was selected for each task.

1. Less than 15 minutes

2. 16 to 30 minutes

3. 31 to 60 minutes

4. One hour (61 minutes) to two hours

5. Two hours (121 minutes) to four hours

6. Over four hours

7. Not applicable

8. Other

IX. EXTRAORDINARY PHYSICAL DEMANDS

This category is designed to identify tasks that require extraordinary physical demands. An item was assigned to a task when that demand was essential in completing the task. It is important to realize we used extraordinary and not ordinary demands as the criteria. By "extraordinary," we mean it is absolutely essential for a person to possess the particular physical ability to complete the task. For a task requiring more than one demand (i.e., seeing and hearing, etc.), code 11 was applied.

01 Lifting 20 lbs. or over

02 Climbing or balancing

03 Pushing, pulling, and/or carrying

04 Stooping, kneeling, and/or crawling

05 Reaching and/or grasping

06 Fingering and/or feeling

07 Talking

08 Hearing

09 Seeing

10 Not applicable

11 Multiple demands

12 Other

X. KNOWLEDGE/SKILLS/ABILITIES REQUIRED

Each task was also rated in terms of the knowledge/skills/abilities required. (This category is not included in the task data in Appendix E, because these data are more relevant to curriculum development.)